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The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction. The appendix includes legislation which affects the adult educator. (pt)

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SPEAKING ABOUT ADULTS

...and the continuing educational process

AC003683

SPEAKING ABOUT ADULTS

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edited by:

R. Phillip Carter

and

Verl M. Short

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We also wish to express our appreciation to Mr. Thomas Mann, Director of Adult Education, and Dr. John Berdrow, Assistant Director of Adult Education, both of the office of the Superintendent of Public Instruction of the State of Illinois, for their assistance in planning for the workshop.

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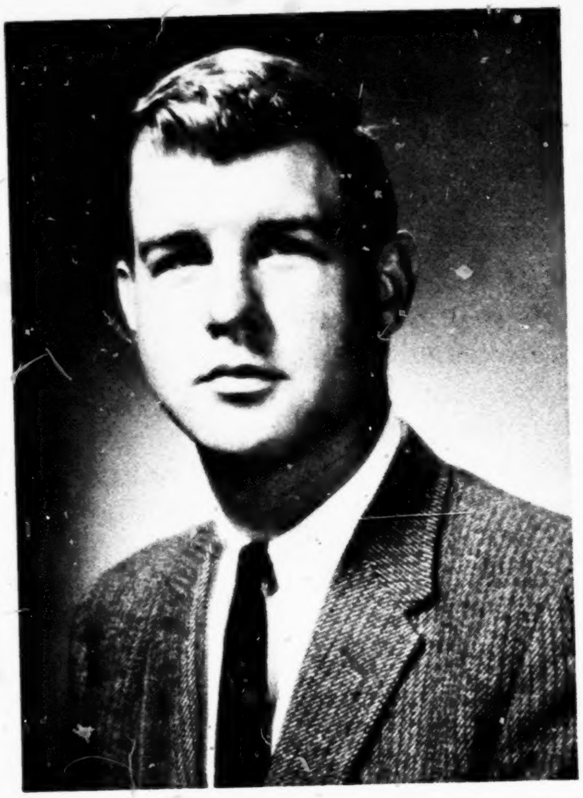
We wish to thank Dr. Robert F. Topp, Dean of the College of Education, Northern Illinois University, for his very fine contributions.

A special note of gratitude is extended to the various persons who made presentations throughout the workshop and whose ideas appear herein. It is requested that these not be reproduced in whole or in part without the expressed permission from the Department of Adult Education, Northern Illinois University.

R. Phillip Carter
Verl M. Short



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FOREWORD

SPEAKING ABOUT ADULTS...is a compilation of edited papers that were originally presented as lectures during the Workshop for teachers on Adult Basic Education. The workshop had several purposes: In a broad sense, an attempt was made to describe in part the topography of the complex territory encompassed by the phrase "Adult Basic Education." Specifically, it sought to provide the participants with (1) an understanding of the adult learner; his nature, values, needs, and aspirations, (2) insights regarding program planning for the adult learner, and (3) techniques and procedures for effective teaching of the adult.

These articles do not represent an exhaustive examination of these topics; indeed much more will have to be considered, stated and assessed before the examination can be considered beyond the beginning stages. However, they will serve to bring the reader to a greater awareness of some of the basic and perplexing issues facing adult educators and to possible solutions of these problems.

This publication will provide the experienced adult educator with a current view of significant issues and resources. For students in pre-service or in-service training, it will serve as a basic reference and overview regarding adult basic education. New workers in the field would find it useful as a general orientation to adult education. Other interested persons of the general public would find it helpful as they seek an understanding of what adult education is all about.

Today's emphasis on education for all the members of our society, coupled with governmental interest and financial support at every level, clearly indicates that now is the time when the concept of continuing education needs serious thought and action. It is hoped that this publication will encourage deeper furrows of thought and leadership in this urgent endeavor.

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PART I

UNDERSTANDING THE ADULT LEARNER

UNDERSTANDING THE ADULT LEARNER

By
Raymond M. Hilliard

All studies and observations of poverty in these United States confirm that its basic cause and omnipresent companion is ignorance or illiteracy. Although some forces of government, including the forces of education, have begun to move, there is nonetheless a present and urgent need that added emphasis be placed upon the basic education, the literacy training of adults, who are chained to their disadvantaged state by the most fundamental of all lacks--the inability to read. Experience has shown, and is showing, that the adults, who should be a major concern at this time, can learn with surprising rapidity. In Chicago, in one of the adult centers, they are learning at three times the speed of children, and this rate can be increased.

It would appear, therefore, that the first order of business in eradicating poverty and in getting people off relief and into self-support is to see that they can read and then go on with whatever further education or training may be necessary to place them in a reasonably secure job. Local departments of public welfare can collaborate closely with the school authorities of a community to encourage and assist them in establishing necessary educational facilities and programs for all presently dependent persons who are in need thereof. Money to support such an effort is available from different federal agencies and under several federal programs. Specifically, the federal government, under the 1962 public welfare amendments to the Social Security Act, will provide three dollars for every local or state dollar invested in this kind of educational program. Titles II B and V of the Economic Opportunity Act are perhaps even better resources.

This basic literacy training and other basic education must reach at least six groups which until recently had not been included in the public and parochial school populations. These are men, women, children of pre-kindergarten age, children falling behind in school, adults lacking high school education and out-of-school youth. The needs of these people can no longer be kept outside the orbit of education.

1. Men. There are almost no jobs for men who can't read and the few that remain are fast disappearing. Soon they will be gone altogether. Not only for reasons of employment but also for reasons of status as a head of a family to whom children can look up, a man must be able to read--read a child's report card and even read the child a story at bedtime. This new basic education should be set up by local public or parochial schools. The local department of public welfare should work to see that this is done.

2. Women. For the future of children, it is of equal or greater importance that a mother know how to read. A mother is a child's first teacher. She helps him sound and say his first word. She shows him how to link words together to make sentences, and she relates the words to objects. Even after a child is in school, the mother is the teacher's indispensable helper in relating what occurs or is learned in school to the home and the outside world. An illiterate mother can't function in this role. In the homes of such women can be seen two, three, and four year olds who almost never get out of the house, usually a slum, in which they live; they are never taken any place where parents normally take children: zoos, aquariums, parks, the beach, or to visit friends across town. They play but with no toys on the floor at home. In such a home there are no picture books, coloring books, blocks, comic books, magazines, newspapers, or books of Bible stories. The mother can never take a child on her lap and read a picture book, identifying the animals; she can never read a coloring book.

This mother can give a child all of the warmth, love and affection possible, she may feed the child well, clothe him adequately and supervise him carefully but there is one thing that is not within her gift. She can't give what she hasn't got; namely, the education, the life experiences that all children get from normal literate mothers. Thus is the child of the illiterate mother deprived of the childhood learning that he needs during the period from infancy to six when all children acquire more knowledge than they will gain during the remainder of their lives.

When one of these unfortunate children arrives at kindergarten or the first grade, he is already a misfit. He is years behind the other children and destined by his deprivation never to catch up but every year to fall farther and farther behind until in shame, frustration and often belligerence he chucks it all and drops out. No amount of preaching, coaxing, threatening or motivating will keep this child in school and what good would it do?

To prevent repetitions in future years of this infection of the child by the illiteracy of the mother, all mothers--not just most--must learn to read. Basic education for these women should also be set up by local public or parochial school systems.

3. Children of Pre-School Age. To compensate for what an uneducated mother could not give her children in the way of childhood education from birth, there must be prekindergarten centers designed to provide learning experiences not obtainable in the home. This is one of the most urgent and important attacks that must be mounted to break the cycle of dependency and prevent its re-appearance in yet another generation. For these children also the centers should be established and run by local public or private school systems.

4. Children Behind in School. For these children, regardless of their ages, there must also be compensatory education. Overage children in elementary schools should be transferred to other special schools or classes where curricula suited to their particular needs can be available to them. Since, in all likelihood, most of these children will not go on to college, there should be built into the course of study

a strong component of vocational education. Actually, reading, writing, and mathematical skills can be built into the teaching of almost any trade. Here, again, this is a job for the local public and parochial school systems. The role of the department of public welfare should be to stimulate them to assume this responsibility and then join forces with the educators to do all possible to assure success of the endeavor.

5. Accelerated High School Program for Adults. Because a high school diploma is required by almost all employers and because men and women seeking an education as a means of getting a job cannot wait four years to complete a traditional high school course, there must be an accelerated program for adults. This is being done in a number of places but, at present, such accelerated programs lead not to a high school diploma, but to a General Educational Development (G.E.D.) certificate. Although this certificate is theoretically a high school equivalent, a great many employers are wary of it.

   It would seem that educators, without doing any violence to the present secondary school program, could devise a special course, eschewing some subjects, accelerating others, and develop a plan of study that would meet all the educational needs of these adults to whom Shakespeare, algebra, geometry, gym and a foreign language may not be of indispensable importance. After all, these adults don't need to mature as they learn; they are already grown men and women. Experience so far with adult students in the new basic education and other programs is that they are strongly motivated (this is their only hope), responsive, attentive, and most of them learn quickly. Further, they present no problem of discipline, which should be an attractive relief to any public or parochial school teacher or principal who might be considering taking up work with them.

   Education of this group should also be a responsibility of the public and parochial school system.

   This brings us to the sixth group, the most difficult of all:

6. Out of School Youth. These are the teenagers who have already dropped out of school and are idling on the street with no prospect of a job--ever, headed for delinquency

or worse. These are the ones who have failed in or been failed by the educational system. They reject school and are hostile to it. Reaching them and teaching them will be extremely difficult. Dealing with some of them can be a job for the educational system. These will be the teenagers who can be persuaded to return to school, where very special programs beamed at their very special needs must await them. A large number will never go back to school but many of these may be rescued by the new Job Corps (if it follows the pattern of the earlier Civilian Conservation Corps) or by a plan announced by the Secretary of Defense sometime ago, but apparently forgotten, to induct draft rejectees into the Army, not to make fighters of them but to correct their educational, health or other deficiencies and thereby make them acceptable for the draft. Tutoring can play a part for some and special literacy and vocational education programs can reach others, provided that the youth can feel with certainty that a job awaits him if he goes through with it.

Once a base of adequate education is assured, special training for the special job requirements of today and tomorrow can become a reality, a lifesaver for the poor themselves and a boon to business and industry.

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Mr. Hilliard is Director of the Department of Public Aid in Cook County. A lawyer by trade, he has also been Commissioner of Welfare for New York City and Director of the Department of Public Aid for the State of Illinois.

DEVELOPMENTAL TASKS AND ADULT EDUCATION

By
Roger W. Axford

Our examination of the study of developmental tasks is an attempt to look at a yardstick for helping adults to mature. Understanding the "tasks" should prove useful in developing programs for adults, in helping those of us who will teach or are teaching adults at whatever level. By learning more of what people consider important to them, we may relate more effectively to the adult learner.

In order to help and teach the adult, we must understand the social expectations both of the individual and of the society of which he is a part. To be effective teachers we must know the social expectations which impinge upon an adult in our changing society, and if we can help the adult be more successful in playing a role, we will have made him more self-confident, more self-understanding, and more mature.

In programming for adults we have found the framework of developmental tasks exceedingly useful. If we can relate our curriculum, our program for adults, so as to more effectively assist the person to fulfill one or more of the roles mentioned we will find adults not only coming to our classes, seminars, lectures, and discussions, but asking for more, so that they may meet the pressures of life more successfully and develop more maturity.

What are the Developmental Tasks of Middle Aged Adults?

Havighurst defines a developmental task as, "...a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks." [1] Understandably, these tasks have varying cultural bases and implications depending upon the particular milieu of the individual.

The developmental tasks described in the following paragraphs are relevant to persons 45 to 60 years of age. Additional tasks of later maturity grow out of and are related to the middle age tasks. We shall describe briefly an example of a successful achievement of the task, leaving to the reader's imagination and experience the lack of accomplishment of the specified task.

1. Setting Adolescent Children Free and Helping Them to Become Happy and Responsible Adults.

   Successful Performance - In the last ten years the parent has allowed children to make independent choices regarding occupation, location of residence, mate, clothing, whether or not to seek additional education. A growing equality develops. Finances are no longer used as a means of subordinating the child.

2. Discovering New Statisfactions in Relations with One's Spouse.

   Successful Performance - Father and mother spend more time together, for the children have grown more independent. Some of the gratifications of parenthood are no longer present and each spouse finds he needs the other more. More traveling is done together. Each finds new and even different resources in the partner. A renewal of romantic ties, which are sometimes overlooked in the demands of raising children, can take place.

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[1] Robert J. Havighurst, Developmental Tasks and Education, Second Edition, New York: David McKay Company, Inc., 1952, p. 2.

3. Working Out an Intimate Relationship with Brothers and Sisters.

   Successful Performance - With the approach of middle age, siblings can give one another some of the emotional support needed, but perhaps not secured from a spouse. Letters, cards, remembrances become more significant. Havighurst presents this as an alternative task to that of the intimacy with one's spouse because of its importance for unmarried people. Sharing deeply felt experiences with brothers and sisters involves an intimacy built up over many years.

4. Working Out an Affectionate but Independent Relationship to Aging Parents.

   Successful Performance - Who in middle age has not had to face the problem of working through adjustments to parents' illness, retirement, and physical and emotional care? Relationships often need to be reorganized. Dominant parents may become dependent, completely reversing an earlier role. Ways must be found for the middle-aged adult child to continue affectionate relationships but not allow either a dominant or dependent relationship. The adult must be prepared to take some responsibility for the aging parent who loses health or grasp of the real world. Visits, letters, phone calls and actually living together must be faced. The mature person learns the needs of parents and gradually assumes responsibility for them as they lose independence.

5. Creating a Beautiful and Comfortable Home.

   Successful Performance/Male - The husband takes the role of a real partner in planning for the home. He takes an interest in the lawn and garden and develops a creative satisfaction in home improvement. He sees home activities as leisure and assists the wife in making life colorful and the home attractive.

Female - The wife becomes an effective and efficient home manager. She takes responsibility for homemaking, planning, purchasing and makes the home a comfortable place both emotionally and materially.

6. Reaching the Peak of One's Work Career.

Successful Performance - The current job holds a high place in the work career. Emphasis tends to be put on quality rather than quantity. The person seeks a feeling of working productively and efficiently with both people and materials. He found his vocation and is mastering the field.

The satisfactions he gets from work includes self-respect, a sense of service, prestige, security, enjoyment of friendships made at work, and a sense of being creative. He cultivates new and interesting experiences.

7. Achieving Mature Social and Civic Responsibility.

Successful Performance - A feeling of responsibility for welfare of people beyond one's own family develops, and an interest in civic improvement and community betterment is actively expressed. The individual takes an active role in one or more groups which seek to improve political and social problems of community, state, nation and the world. He reads widely and finds discussion of civic affairs informative. He thinks about the effect of his decisions on his community, even if this means some self-sacrifice.

8. Accepting and Adjusting to the Physiological Changes of Middle Age.

Successful Performance - A recognition of physical limitations develops. The individual recognizes the necessity for retaining as much vigor and attractiveness as possible. He has a medical exam at least once a year, and after 50 twice a year, and follows his physician's instructions. He recognizes and accepts the increasing physiological and aesthetic limitations of his mate.

9. Making an Art of Friendship.

Successful Performance - The individual has learned to receive as well as give in social relations. He accepts at least a few people into rather intimate sharing of feelings. He develops an active social life with friends of both sexes. He belongs to at least one informal friendship group, fraternal group or club. He tends to make new friends, for this is the time when friends begin to decrease or die.[2]

10. Making a Satisfying and Creative Use of Leisure Time.

Successful Performance - With age 50, more spare time seems to be available. Often work is less demanding, and children take much less time. One needs to prepare for this period, especially in the light of earlier retirements. Interests in the creative arts and other satisfying leisure time activities can prevent a potential tragedy. Service activities often prove useful in middle age.

11. Becoming and Maintaining Oneself as an Active Club or Association Member.

Successful Performance - According to Havighurst, membership in clubs is not widespread among American, yet great satisfaction can be derived from such membership. People who do affiliate with associations tend to increase their memberships and intensify participation in middle age.

12. Becoming or Maintaining Oneself as an Active Church Member.

Successful Performance - Middle age people most often hold the more responsible positions in the church. Church fellowship and worship are sources of satisfaction. The individual usually participates in at least two church activities aside from worship service. Although Havighurst singles out church membership as a separate developmental task, because of its pervasiveness, many of the things suggested for club membership apply here also.

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[2] Margery Wilson, How to Live Beyond Your Means, J.B. Lippincott Company, 1945.

Thus, in working with adults and planning programs for these, the concept of developmental tasks is most useful. The knowledge and understanding of these tasks will assist the teacher in relating to the interests and needs of the learner and thereby create a classroom climate condusive to learning.

* * * * *

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CULTURAL VALUES AS THEY RELATE TO LEARNING

By
Rosella Linskie

Regardless of the time or place factor, all cultures seem to have certain generic characteristics. These are variously listed by sociologists and anthropologists to include geography, history, economics, government, family, arts and artifacts, language and education, philosophy and religion, conflict and war. While these generic characteristics (cultural universals) are quite readily identified in studies of comparative societies, they are more subtly apparent in the various sub-groups that make up any single society or nation.

Since teachers are almost all middle-class people, it follows that we give high priority to middle-class values. Yet, many of our students--children as well as adults--come from other strata of society. How do we recognize these differences? How do we deal with them?

We have chosen only five categories of value systems which seem to operate in American life. Let's look at these and see if we can begin to understand some reasons for many of our present educational problems. Hopefully, such a consideration might also lead us to some solutions.

The five value categories, or systems, are these: time sense, monetary sense, motivation levels, compliance levels, and goals. The gross sub-group categories are the lower, middle, and upper socio-economic classes. It must be noted, however, that in each of the five value systems the various levels should be thought of as continuums rather than as categories in the strict sense of the term. There is no well-defined or clearly marked line separating the time sense of the middle class person from that of a member of the lower or upper class person. The variation is rather one of gradual development.

What do these value systems mean in terms of the teaching-learning process and the behavior patterns of the classroom? Let us draw a few rather obvious conclusions.

The student from the lower socio-economic group tends to react more positively to an immediate situation. He is not eager to study something which has only long-range application. What he studies must make sense to him NOW. It may even be difficult to get him excited about studying something that will improve his present situation. His most pressing need is for survival. He expects to be required to comply through the use of physical force or punishment. His reactions are generally physical. His motivations are sensory and he seeks approval from an authority figure. His language reflects his mode of life and has little in common with textbook grammar. He likes and needs skills (manual, muscular) training. He needs "bite-sized" learning tasks which are easily and quickly evaluated and which will yield immediate returns in the form of improved achievement of basic needs.

The middle class student is capable of delaying his plans. Thus he is able to see some practical reason for studying something that will be useful to him in the future--provided that future is not too long delayed. He is well motivated by rewards--grades, stars after his name, honor rolls, medals, etc. As an adult he works hard for bonuses and achievement recognition--a gold watch, a service pin, a sales achievement trip, etc. While his motivations are chiefly monetary he is capable of moving toward normative values. He is concerned with education chiefly as a means to a better job rather than as an opportunity for intellectual development. The middle class person accepts the authority of family, church, and state and generally has great concern for the opinion others have of him. He pays his taxes, joins the PTA and observes the traffic laws (usually). He is the backbone of a democratic society.

The upper class student is generally capable of long-range plans. He is able to engage in years of study and research--often for the sake of study itself. He is less likely to be concerned with the opinion of others and does not conform easily to the accepted authority figures. He is more likely to be interested in areas such as art, literature, history, political science. He is already guaranteed the basics as well as the luxuries of living. Thus he is more concerned about things as they contribute to his comfort and status rather than as needs. He is not concerned about the utilitarian aspects of education and often opposes the extension of such things as vocational education in his community. He sends his children to private schools and seeks experiences for them which will enhance their personal development as well as their public image. He often is more concerned with helping the poor than is the middle class person. However, he seems to have difficulty thinking in terms of providing opportunity rather than outright gifts. He is sympathetic in a benevolent sense, and if he identifies with the needy, it is in a highly impersonal manner.

Since most of the adult illiterates come from the lower socio-economic class, perhaps we should enlarge a bit more on that group.

Looking at only one learning task--reading--we can come to some valid conclusions as we compare the methods and materials generally in use with the value systems of the lower socio-economic learner. Most of the printed materials which teach beginning reading skills also use very immature content-concepts. One author has gone so far as to say that we probably should not try to teach reading to children under ten years of age because there is nothing really interesting or important written for young children. This situation is compounded when you try to use typical second grade materials to teach an adult who needs to achieve second-grade-type reading skills. My most successful tool in teaching adult G.I.'s as well as Japanese to learn the English language was the Sears Roebuck catalogue. This is an excellent picture dictionary. It also describes each article, its use, its weight (for shipping charges), its size and its cost. Here one finds excellent opportunities for extending the learner's understanding of vocabulary as well as social application and use of the object described. In addition, such a catalogue provides excellent experience in logical classification and in use of interchangeable symbols as well as of indices, table of contents, etc.

The reading task, as presented to the illiterate person, must be functional. It must be capable of being put to some immediate use, and it must not be too far-fetched to allow for some personal identification. The man who is trying to get a license to become a cab driver is motivated to learn to read street names, to recognize house numbers and to learn to listen attentively to directions and messages relayed to him over the radio system. He is certainly not going to get excited about learning to read an adult version of Dick and Jane; neither is he going to be impressed with the literary worth of The Americanization of Edward Bok.

The oral language these students bring to class may sometimes create a state of emotional shock on the part of the well-meaning teacher. However, if it is possible to develop the idea of conceptualized language even from the crudest slang, you will have made some real progress. Once the student becomes aware that what he has said can be written and that what others have written he may also learn to read, he is on the road to understanding the whole complex process of communication.

We have heard many times that "Each child's learning begins in his own valley." So, too, does each adult's motivations arise out of judgment on his values. To be shocked at his language is to lose the vast educational opportunity that is offered to us.

* * * * * *

Dr. Linskie is an Associate Professor in the College of Education at Northern Illinois University.

CLASSROOM CLIMATE FOR ADULT LEARNING

By
Sister M. Peter Claver

The basic concern at the Loretto Adult Education Center in Chicago is with the under-educated adult, whom we frequently refer to as deprived. Professor Hunnicutt, of Syracuse University, defined the deprived as follows:

> We consider a person or a category of persons to be deprived when their financial resources are insufficient to obtain the goods and services considered necessary for a normal standard of living in the local community. In short, segregation and discrimination breed economic deprivation.[1]

This definition can be extended to include the hundreds of thousands of adults in the United States who are on the edge of economic deprivation due to educational discrimination in their youth. These are the adults who are still capable of earning a living but whose jobs are rapidly becoming obsolete. In the near future they will be listed among the unemployed and will not be in a position to be retrained for available jobs. They live on the edge of poverty because they are inadequately educated. As educators, we must be concerned with the educationally deprived, whether he be employed, under-employed, or unemployed.

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[1] C. W. Hunnicutt, ed., Urban Education and Cultural Deprivation (Syracuse, 1965), p. 84.

Recently a gentleman who has been employed as a die-caster for fifteen years made application to be admitted to our Center. He knew only the alphabet and a few words. Yet he has been making approximately $5,000 a year. He had been offered a job with the Alcoa Company doing the same kind of work, but because he could not take their test and was unable to read or write, he was refused the job. The company he is currently with has moved from Chicago to Geneva. He must commute ninety-five miles every day to his job. He cannot apply for a similar job with another company because he is illiterate. We must be concerned with not only the economically depressed but with all our educationally deprived adults.

The Purpose of Adult Education

Basically, adult education should institute a change, whether in existing knowledge, skills, attitudes or appreciations. Education is the process by which we make a new skill or idea our own because it fills a need we have. Educationally deprived people who come to adult education classes want learning experiences that have immediate usefulness. Among their reasons for returning to school are:

1. To be able to fill out an application form and get a better job.

2. To gain respect of their children and their family. They have a great desire to be able to be in a position to help their children more effectively.

3. To be able to read signs, newspapers, magazines, books. Registration night one gentleman, a non-reader, saw a history book on a shelf and picked it up and began to browse through it. He was so attracted by the book that he turned and asked where he could purchase one. He wanted to build up a little library so that when he learned to read he could read these books that appealed to him.

4. To attain a higher standing in the community.

5. To learn how to vote intelligently.

6. To gain more self-respect. This is an underlying motive for all who return.

In most cases, it is extremely difficult for the under-educated adult to return to school. Many of them have never known the discipline of regular school hours. Many are fearful, self-conscious and sensitive. According to Wallace, "An adult is constantly evaluating himself and everyone around him. He knows where he stands in relation to others and this is not always an easy burden to bear."[2]

Teacher Attitudes Toward the Under-educated Adult

The most important preparation that the teacher of the disadvantaged adult can make is to develop within himself a respect for the disadvantaged adult, for his family, for his culture, for his socio-economic background. This may involve a change in attitude on the part of the teacher. The secret of respect for someone is to know his positives, his strengths. Professor Hunnicutt of Syracuse University sums this up very well when he states:

> It is crucial for teachers to know such positives in the culture, behavior and style of the disadvantaged as the following: the cooperativeness and mutual aid that mark the extended family; the avoidance of the strain accompanying competitiveness in individualism; the equalitarianism, informality, and humor; the enjoyment of freedom from self-blame and parental over-protection; the children's enjoyment of each others' company and lessened sibling rivalry; the security found in an extended family, in a traditional outlook; the enjoyment of music, games, sports, and cards; the ability to express anger; the freedom from being wordbound; and finally, the physical style involved in learning.[3]

The teacher must also be aware that many adult students have serious physical or emotional problems. Many have visual and auditory deficiencies that are in need of correction. Some have family conflicts and domestic problems.

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[2] Mary Wallace, Literacy Instructor's Handbook: An Adventure in Teaching (Syracuse, 1965), p. 11.

[3] Hunnicutt, op. cit., p. 96.

A teacher of the functionally illiterate adult must adjust her lessons to the fact that after the age of twenty-five, there is a decline in psycho-motor function. While this means a decrease in speed of reaction, it does not necessarily mean a decline in mental ability. Hendrickson states that

> there is plenty of evidence to indicate that it is not ability but only the speed of performance that declines with age...Apparently the slowing up of the faculties of sight, hearing and reaction time tend to limit the *quantity* or performance, but have no ill effect on the *quality*, or any decline in ability is so slight that adults in the mid-forties or early fifties can expect to learn as well as they could when they were in their teens.[4]

Attitudes that Evoke a Positive Response from Adult Students

There are certain attitudes on the part of both teacher and fellow students that evoke a positive response from adult learners. The following pointers will be of help to the teacher:

1. Establish an adult-to-adult relationship. A teacher can learn many things from an adult student and should view the class hour as a mutual learning experience. Make known common circumstances, similarities and goals.

2. Use psychological approaches designed to *improve the self-image of the student.* The teacher must impart to the student a belief that he can "make it." In every class the student should receive a feedback, should experience success. This experience may be accomplished by verbal encouragement,

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[4] Andrew Hendrickson, "Adult Learning and the Adult Learner," *Adult Leadership,* XIV, No. 8 (February, 1966), p. 225.

immediate correction of exercises or the use of graphs illustrating progress.

3. Involve the student as much as possible in the teaching as well as the learning process. The adult student at every level is capable of operating the AV equipment. The experienced students can assist the new students in learning "how to take" a test. Let them act as proctors. Involve the students in planning what will be taught in a class.

4. A teacher must be genuinely interested in his students. He should have an empathy for them, their problems and their limitations. He must be patient and appreciate their efforts. He must be serious but approachable by all his students.

5. The teacher must have a sense of humor.

6. The teacher must know his subject, be well prepared, and enthusiastic. He should listen carefully to each student's questions; often this makes the critical difference between keeping and losing a student.

7. Certain inter-student relationships should be established. There should be mutual respect, friendliness, tactfulness and patience. Students should recognize the strong and weak points of their fellow students and should encourage each other to display their talents. Above all, they should respect a difference of opinion.

Types of Lessons

In order to plan an effective lesson for under-educated adults the teacher must be familiar with their history, culture and language.

> The time has come for teacher preparation to include the novels, films, art, dance and music of low income groups, particularly Negro and Spanish...Invaluable, too, is the study of Negro history and Negro contributions in science, art, and engineering. Discussion of "hip" language

> may help overcome the sterotype of the non-verbal and inarticulate poor. They have a highly imaginative language, though they are limited in its formal structure and the schools certainly should work on this need.[5]

The Loretto Center has had positive learning reactions when using such materials as Langston Hughes's The Best of Simple and Lorraine Hansberry's Raisin in the Sun. The students displayed a renewed spirit for learning after a Negro History Exhibit and Lecture and again after a Book Fair and a program featuring a panel of Negro authors.

Role-playing is an effective means of teaching many things. We had success with it when teaching "Telephone Conversation" and "Learning How to Make a Job Interview." The bookkeeping class enjoyed it when learning about the assets of a company.

> This technique (role-playing) appears very congenial with the low-income person's style: physical (action oriented, doing rather than only talking); down to earth, concrete, problem directed; externally oriented rather than introspective; group centered; game-like rather than test oriented; easy, informal in tempo.[6]

Anything that has been a real experience in a student's life is a base for a profitable lesson. Lessons that digress for a few minutes to give the students a bit of interesting information in psychology, history or current events, help maintain interest and attention and make the subject matter seem more real to the students.

A favorable classroom atmosphere--which includes lessons that are meaningful to the student and an enthusiastic teacher who understands her students' needs--is imperative to the success of any program dealing with the under-educated adult.

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[5] Hunnicutt, op. cit., p. 97.

[6] Hunnicutt, op. cit., p. 100.

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PART II

PROGRAM PLANNING FOR THE ADULT LEARNER

PROGRAM PLANNING FOR THE ADULT LEARNER

By
Wesley Many

Research pertaining to program planning in adult education is sparse. In fact one reads in the June 1965 issue of *Review of Educational Research* that "there is little substantive knowledge about program planning to guide adult educators. This is an uncharted field in which research of any sort would be fruitful."[1]

In spite of this, however, there are a few general ground rules that are applicable to this topic. Lorge has listed four important implications for program planning derived from his study of adult learning. These assuredly are not surprising but will serve as the foundation for future discussion. The implications suggested by Lorge[2] are:

1. Within any group of adults, there are considerable individual differences which are greater than in groups of children or youth.

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[1] Coolie Verner and Jindra Kulich, "Programming," *Review of Educational Research,* June, 1965, p. 177.

[2] Irving Lorge, "The Adult Learner," in William C. Hallenbeck, ed., *Psychology of Adults.* (Chicago: Adult Education Association, 1963), pp. 109.

2. Learning situations should provide a sense of mastery and success for the adult.
3. Adults should be provided with rewarding learning experiences.
4. Every adult brings to any learning situation many resources which are a great asset in teaching adults.

An acceptance and application of the concept of individual differences is fundamental to ALL effective instruction. It is even more imperative with an adult population than with children, for the adults experiential background is much more varied and complex. Burnett has written:

> The adults in a literacy program differ in many ways from pupils in a public school. First of all, since they are adults, they have the problems of adults--family pressures, financial problems, adult physical ailments, strongly ingrained customs and habits, the need to cover up their deficiencies, and impatient desire to see an immediate tangible return for their investment in time--all these and others.[3]

The under-educated adult--that one in twelve Americans with less than five years or one in four with less than eight years of schooling--is assuredly an individual with unique educational needs and problems. How do we go about planning for these needs to at least partially insure an adequate program?

First, it appears that there is a need to carefully examine and establish the objective of such a program. If any educational program is to be successful, its nature and purposes must be well understood. Is our basic education program to serve primarily as a vehicle for providing those educative competencies necessary for vocational retraining or is it to be primarily an acculturation process with emphasis upon gaining educational skills for more effective citizenship? Perhaps it will be a combination of both.

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[3] Richard W. Burnett, "Basic Literacy Project for Adults: A Reading Specialist's Comments," in Frank W. Lanning and Wesley A. Many, eds., Basic Education for the Disadvantaged Adult.

To a large degree, the answers will be based upon the students the program is to serve. What are their interests and needs? What do they perceive to be the role of the educative process? If the students are predominately women with a number of children at home, it is questionable that a program plan emphasizing a vocational direction is realistic or wise. In short, the point is that there is a very real need for program planning strategies directly related to the basic education program. This program is NOT to be an elementary school program merely transposed to the adult world where much is no longer applicable. It is a unique program to be developed for unique educational problems and we must come to realize this. Content, materials and methods used successfully in the elementary school with children are NOT necessarily those which will be successful with the under-educated adult.

Once the aims and objectives for the program are established, the second major consideration, encompassing all four of Lorge's implications for program planning, is that of curriculum establishment. This serves as the vehicle for objective accomplishment. Using the broad definition of curriculum--a group of courses and planned experiences which a student has under the guidance of the school--let us more specifically investigate this aspect of planning for instruction.

Of fundamental importance to the success of basic education programs for adults is the success they achieve in developing skills that will lead to increased comprehension of reading materials. The primary purpose of a reading program for the educationally handicapped adult is to develop independent reading skills enabling him to understand the printed word and gain meaning from it. Unfortunately, there is at present a paucity of suitable commercially prepared reading materials for adults.

In his report devoted to Graded Materials for Teaching Adult Illiterates, Barnes writes:

> The Publisher's Weekly reported the findings of the U.S. Office of Education 'Task Force' in its review and appraisal of existing instructional materials in this area. The 'Task Force' found a 'serious shortage of materials for teaching basic reading skills especially word recognition skills.' Most materials stressed basic vocabulary instead of recognizing the vocabulary already possessed by adults...... The existing materials did not take into account the sophistication or the interests of the intended reader, nor were

> they written on a functional level to aid in teaching the skills of practical grammar, letter writing, good speech, etc.[4]

The teacher in preparing for instruction must expect to rely heavily upon his imagination and resources for the development of more effective reading materials. The content will come from many sources -- tape recordings made during discussions, newspapers and conversations with the students. It should be emphasized, however, that this content, to be most effective, must be related to the daily lives of these particular students. Interest inventories to provide information about the attitudes and interests of the adults have been found helpful. Experience charts based upon the experiences and observations of the students and drawing upon their own vocabulary can be excellent supplements to those few commercial materials suitable for instruction.

A final word pertaining to preparing for reading instruction concerns methodology. Controversy concerning THE method of teaching reading has long existed. The phonics method, the whole word approach, the linguistic method--no one will be effective with all adults. The teacher who uses the eclectic or "hybrid" approach will, in all probability, have far greater success than the individual drawing exclusively from a single sterile approach to teaching reading to adults.

A second important curricular area is one that has received only limited attention--listening. The act of communication involves two distinct acts--transmission and reception. Speaking and writing are considered tools of transmission, whereas reading and listening serve as instruments of reception. The educationally handicapped adult has, at best, limited ability to succeed with the printed word. He does, at least to a degree, possess the ability to listen. If these individuals are to learn, the listening process will, of necessity, be relied upon to carry the burden of communication until such time as those necessary reading skills are sufficiently well-developed to allow the teacher to employ a second receptive process with the student.

Listening is more than mere hearing, for it requires understanding and remembering. People are not good listeners merely because they possess the necessary ability to receive speech sounds accurately. It has been suggested that most listeners without special training in listening operate at twenty-five percent level of efficency. Research has brought about an awareness that listening skills can be taught and that the ability to comprehend spoken language does improve substantially when specific instruction is provided. Such lessons or exercises are not difficult to prepare and should receive greater consideration when preparing for instruction.

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[4] Robert F. Barnes and Andrew Hendrickson, Graded Materials for Teaching Adult Illiterates, (Ohio State University, 1965), p. 89.

One of the most important curricular areas of a basic education program is arithmetic. Before discussing this in depth, though, let us digress to emphasize a few basic considerations that have pertinence here. First, there is an erroneous assumption underlying programs for adults who are severely handicapped educationally--namely, that they have never had any training. Almost certainly, the adult has been exposed to arithmetic instruction at an earlier time in his life. Much of what he has learned is piecemeal and does not fit togeth[illegible] Sometimes, with minimal teaching in the early stages of a program, certain adults will show unusually dramatic gains in overall arithmetic proficiency, apparently as a result of their beginning to make use of skills learned at an earlier time. Unused learnings become useful as a result of "their falling into place" when coupled with the acquiring of previously unlearned or misunderstood principles.

Another observation regarding the early achievement gains of these adults should be noted. Apparently, some illiterate adults, as a result of their unfavorable social position, have become conditioned to acting as if they cannot do certain tasks or understand certain concepts. Their behavior seems influenced by the idea that it is better to act as if one does not know an answer or cannot do something he is asked to do than to risk an answer or try the task. Since the semi-literate appears quite cautious about letting an instructor see how much he CAN do, sometimes several meetings go by before certain members of a class exhibit the knowledge or skills they actually possess. One strategy of the adult seems to be to let the teacher see just a little achievement at a time in order to merit teacher praise. The teacher's plans should not be rigidly based on the early evaluation of the class. A group that seems to be fairly well matched at the beginning of a program will quickly seem to become a group with a wide range of academic performance.

Now more specifically to arithmetic. It is important to plan for these experiences that will equip the student with an understanding of our decimal system. Without this foundation, the basic processes of addition, subtraction, multiplication and division will have very little meaning. In a study conducted last year, under-educated adults were being instructed in the basic computational skills and appeared to be making rather good progress. We then posed the following questions:

1. If the zero were taken out of 705 what would the digit seven mean? a. seven hundred b. seventy c. seven d. seventy-five. Ten out of 12 in the class missed the item.

2. To write the number one hundred twenty-five a _________ must be written in the tens place. (Nine out of twelve missed this item.)

3. In our number system we use how many different number symbols? (Ten out of twelve missed this item.)

We need to be much more concerned that we build understanding into our program as well as rote computational skills.

A second point pertains to the "what" of teaching. Is not one of our basic objectives in any basic education program to equip the adult with those skills he will need and use in his daily living? Let us examine a minute this objective in relation to emphasizing the teaching of fractions to these adults. While admittedly there may be occasions where some understanding or fractions is desirable, these appear very limited. Yet much stress and strain are devoted to the teaching of division of fractions to adults in basic education programs. Why? Could not the time be more advantageously spent in building the understanding previously discussed and emphasizing word problems based upon situations frequently encountered by the adult in his society?

Although we have singled out only three curricular areas for discussion, this in no way suggests that others--spelling, handwriting, English and citizenship education--are not of importance. They are important and will also necessitate careful planning for effective instruction. In this regard it should again be emphasized that the materials and content should have relevance to the adult. They should have some definite application and meaning. Formal grammar lessons with emphasis upon verb agreement, rote learning of parts of speech and sentence diagramming are not what these adults need or want!

Thus far we have looked at two major aspect of preparing for instruction--formulation and determination of aims and objectives and curricular preparation. A third that must be mentioned is a part of the first two yet separate due to importance. This third area pertains to individualizing the program for the adult learner. The first facet of this should be a health examination for each of the participants. This should minimally include checking for vision and hearing losses. One of the more significant findings of our study conducted in Joliet, Illinois with a group of approximately forty under-educated adults was that forty percent failed the hearing tests and sixty-five percent failed the vision testing. The extent to which uncorrected sensory defects detract from the effectiveness of instruction for adults is unknown but the incidence of such problems appears high enough that certainly such defects should not be continually ignored.

One of the methods most frequently employed for individualizing instruction is grouping. As the teacher plans for instruction he will need to consider how to group his students--on what basis, using what determinants? It must be remembered that grouping should be functional. It should serve a real purpose in the preparation of the adult for his role in society. Groups need to be flexible and provide for interaction between the students as well as between the student and the teacher. Most present grouping is done with the notion that by narrowing the levels of ability, better instruction will result. Grouping, per se, does nothing to improve instruction. Adaptation of program provisions is necessary if improvement is to result. It should further be kept in mind that due to the residual knowledge possessed by many of these students, what appear to be relatively similar groups will quickly evolve into very dissimilar groups. The teacher who groups with the hope that this will provide a homogeneous group with which to work will be sadly disillusioned unless he plans and provides for rather quick and dramatic changes within his group.

There are several alternatives used in the grouping process. Using the last grade attended in school has not proven to be a satisfactory means of initial grouping. An informal reading analysis by the teacher is far more satisfactory. Standardized tests for adults, by and large, are non-existent. The majority of tests that have been used were normalized on the basis of scores from samples of children. The grade equivalent concept as derived from such tests is not a valid concept when applied to adult scores. Until such time as tests developed expressly for the under-educated adult are available, continued reliance upon the teacher's judgment will be the primary source in grouping information.

In summation let us suggest the following: For effective instruction there must be planning predicated upon the understanding of the needs of the adult learner--unique immediate needs quite different from those of school children. This planning will hopefully evolve around general objectives and aims based upon these unique needs. Suitable materials and methods to meet these objectives are not generally, available commercially and will require teacher resourcefulness and pupil cooperation in their development. The adults in basic education classes, with their varied educational and experiential background, will require careful, understanding instruction, individualized to meet their individual strengths and weaknesses.

Perhaps all of these points are included in Stein's four suggested principles:[5]

1. The educational objective must be appropriate to the medium.
2. The medium must be appropriate to the clientele.
3. The learning experience prescribed must be appropriate both to the medium and the clientele.
4. Special care must be taken to insure that the planned learning experiences offer sufficient flexibility for an adult learner.

It has been suggested that the man who fails to plan, plans to fail. Certainly with something as vital as basic education for our under-educated adults, we must not fail to plan.

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[5] Leonard S. Stein, "Design of a Correspondence Course," Adult Education, (Spring, 1960), pp. 161-166.

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RECRUITMENT AND RETENTION

By

Barbara S. Rice

In the past five years, the Milwaukee County Extension Service has faced a most fascinating, frustrating, and sometimes overwhelming challenge--that of creating and executing an educational family living program for disadvantaged residents of the county.

For thirty years the Extension service had been operating in the county programming for a highly motivated middle class clientele. Geographically this clientele was located in the fringe areas of the city that were once agricultural and knew of the traditional role of the Extension service. In 1960, the Extension service was serving approximately 800 families through Extension Homemakers Clubs and 1000 4-H families. These women had outgrown the need for basic family living education. They were eager to branch out into more sophisticated programs involving such subjects as property transfer and wills, investments, and the selection, care and use of the latest and most up-to-date equipment --all subjects which would normally interest the alert housewife in today's affluent society.

While Extension found this group a stimulating one to program for, the County Executive and Board of Supervisors were wrestling with the problems of growing relief roles, increasing incidence of abandonment, illegitimacy, and child neglect, and new residents infiltrating the inner city from rural communities with little understanding of urban living. These and many related problems were taxing the resources of the community. The County Executive challenged the Extension service to reach out into the inner city to identify, recruit and train or retrain the adult indigent or marginal resident in principles of more effective family living.

A challenge such as this involved three main objectives: (1) to identify and recruit those persons needing assistance, (2) to motivate the clientele to participate in an educational program that would bring about behavioral change, and (3) to develop program and educational materials that would be needed and accepted by program participants.

Identification of Clientele Groups

In a county of over a million residents, the family needing remedial education in family living is well hidden from the casual observer. It was necessary to take a close look at the make-up of the county to pinpoint geographic areas where the target clientele might be found.

Health department census figures were checked; lists of persons receiving surplus commodities over a six month period were tabulated; location and make up a low cost public housing projects were charted, and records of clientele being served by private and public social service agencies were surveyed. The addresses of persons being served by all these resources were plotted on a map of the county. A look at this map showed two prime target areas as well as several fair sized pockets in other areas. One area that was most pronounced was Inner City North, an area of 5.3 square miles with a population of 144,000 people, sixty-three thousand of whom were Negroes. The second major target area was Inner City South, an area of 5.6 square miles with a population of 102,000, many of whom were Spanish speaking people of Mexican and Puerto Rican extraction.

Recruitment

After determining the geographic areas in which there were potential participants for the suggested program, the next step was finding the persons and involving them in the program. The first few attempts were unsuccessful. We found that the traditional letter or flyer ended up in the trashbasket or alleyway. House-to-house personal invitations did not bring results either. The residents in the inner city were very suspicious of the stranger at the door. They listened politely to his invitation, told him they would like to come in order to get him out of the house as soon as possible, but then never show up at the meeting. Agents attended many scheduled meetings where not one soul turned up.

The most effective recruitment to date has been through existing agencies--the Welfare Department, Health Department, Head Start and the Urban League. All of these agencies have a meaning to the people we want to serve; the Extension service had no image for the disadvantaged. In order to begin to create an image the Extension service Home Economist asked for a column in the Milwaukee Star, a weekly paper circulated among the Negro community. Feedback from program participants in recent months seems to indicate that identification is beginning to seep into the community.

Perhaps the two most successful programs to date have been programmed in cooperation with two public agencies, namely the Milwaukee County Department of Public Welfare and the Head Start program. In 1962 the Extension service initiated an eight week training program for women receiving public assistance. The women were recruited by the Welfare Department and were given transportation money and increased clothing and food allowances, which amounted to about twelve dollars a month. They were in a class of twenty and came to "school" three mornings a week for three hours. They received training in the following: (1) food for the family, preparation and selection; (2) clothing for the family, selection and care; (3) family money management; (4) home management; and (5) child care and family relationships. The women received a certificate after successful completion of the course. They were then asked to volunteer their services to the Welfare department in the capacity of Home Management Aides. They were sent into other Welfare homes where help in the above areas was needed. The surprising thing was that in going out into the field helping others, the women seemed to develop the self-confidence they needed to find employment. Thirty-three percent of the 262 women trained between 1962 and 1965 found employment and left the relief roles.

Because of the success of the program, an enlarged program was funded by the Economic Opportunity Act program under Title V. The program was modeled after the pilot program and intensive case work and vocational counseling units were added to the project. The women were also given a thirty-six dollar a month stipend to cover their transportation and other needs they might have while in training. There is no doubt that the stipend made recruitment easier. Project OFF (Opportunities for the Future) will have trained approximately 650 women by the end of July. Forty-five percent of those already trained have found employment and the remainder are continuing their schooling at the Vocational and Adult School or are on a work experience project designed to improve their skills and their confidence so that they will be able to find employment.

The Head Start program generated from the Head Start Parents meetings which are an integral part of the Head Start philosophy. In looking for programs for these parent meetings, the Extension service was contacted and asked to participate. Consequently, the program will change from group to group. At the present time, eight groups are meeting twice a month. Five of the groups are receiving training in food selection, meal planning and buymanship. One group is involved in a Money Management Workshop and the other group is studying Family Relationships and Child Development. The mothers of Head Start children are on the whole a fairly motivated group. They are anxious to see their children progress and are willing to improve their own skills in order to be able to help their children.

There is much fertile territory yet to be tapped in recruiting clientele for family living programs. Inner City churches and private welfare agencies will be contacted, and Health Department's Public Health nurses will also be asked to recruit for the program.

Retention of Clientele

Unless the participant can be kept interested in the program, the time and effort devoted to programming and recruiting has been wasted. The people involved in poverty programs are, more often than not, multi-problem individuals. They are easily defeated and need many back-up resources to keep them enrolled in a program. Child care problems, domestic relations problems, budgetary problems, health problems or even problems of a lesser nature can disrupt attendance. If the participant is to succeed, the instructor must be sensitive to his needs and must have the resources at his disposal to help solve the problems as they appear.

Experience has shown that there should be a definite structure to the program. There should be a definite beginning and ending date. There should be a regular meeting time and classes should start promptly and end at the set time. The meeting place should be the same for the entire program. The disadvantaged individual needs to relate to the teacher. He needs to feel that the teacher really knows him and cares about what happens to him. Many times the individual will try harder to learn because he knows the teacher cares and wants him to succeed. An instructor will find that it takes several weeks of meeting to break down the suspicion and distrust that a group brings to class. Once this initial feeling is overcome, progress will be much more evident; but if the instructor is changed, the whole process has to be repeated.

An individual will stay in a program only if he is getting something that is going to benefit him. He must find real meaning in the subject matter being taught. To learn to do arithmetic is for kids, but if arithmetic will help him figure out his budget or enable him to pick the best buy in the grocery store, then it has meaning.

The teacher of under-educated adults must beware of the lecture type meeting. There is no better way to lose the unmotivated person. He must have an opportunity to practice what he has learned in a meaningful exercise. Lesson plans are important, but continued interest in the class is more important. Often the class participants will show a need to discuss or learn something other than what has been planned. There must be flexibility in the program to meet the felt needs of the group as they appear.

The teacher's interest and willingness to help are of the utmost importance in getting disadvantaged individuals to stay with an adult education program. Some specific pointers for the teacher to keep in mind when working with under-educated adults are:

1. Tell how to do something and then show how to do it.

2. Let the participants practice doing it.

3. Help them when they get stuck or make mistakes.

4. Give them approval as they progress.

5. Help them understand how learning will improve their future or make it easier in some way.

6. Plan with them as to how they will use the new learning outside of the classroom.

The atmosphere in the classroom is also an important part of retaining participants. The group should be small. The instructor should learn names as quickly as possible, and the sooner first names are used with ease, the better. The members of the group should have an opportunity to get to know one another over coffee. The disadvantaged person is essentially a lonely person and an opportunity to socialize is very important. Every attempt should be made to put the people at ease. Meeting around a table is much more acceptable than chairs set in rows.

There are no written rules for proceeding with programs for the disadvantaged adult. A technique that works with one group may not work with another. There will be many failures and a few successes, but one success makes an educator willing to face ten more failures. The educator should try anything that sounds reasonable and even some things that are "way out," and he should be prepared to accept failure and come back for another approach to the problem. These people need help and they deserve to have all the ingenuity and ability the adult educator can muster to help them close the gap between the haves and the have nots.

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PROGRAM GOALS AND LEARNING OBJECTIVES

By
John R. Berdrow

More adults seek classroom instruction in the public schools than anywhere else and attendance is destined to increase even more in the next few years. The goals of our programs should not be to convert anyone to or from a particular way of life but to provide an environment for discussion which permits both the student and teacher to examine the subject matter and arrive at some specific conclusions or solve certain problems.

In a well developed program the determination of goals should be the first step. When establishing goals, the individual needs of the students involved should be considered as well as the reasons students have for enrolling in an adult program. Some of their more basic goals or objectives include completing basic education requirements, improving home and family living, vocational training, citizenship training, and making better use of their leisure time. There are no available set of rules on how to establish a program; however, The Handbook for Adult Education Administrators contains some guidelines.

Program goals seem to fall on a continuum which moves from ego-involvement and deep goals to simple and superficial ones. In considering goals we have to keep the student in mind. Dr. Kanter, a social psychologist at the University of Buffalo, explains very well what problems adult learners are often faced with:

1. Resistance, which is a struggle against imposition of a foreign will of the teacher and the test.

2. Ambivalence, which is a conflicting feeling between wanting to do something and not wanting to do something.

3. Projection, which is a device the learner may use when he is confronted with a problem. When facing a challenge the learner tends to reaffirm a position and project a negative will; he refuses to change.

4. Identification. One aspect of identification is self-assertion. The learner becomes like another or likes another who is like him. These factors are important background considerations in planning any program for adults.

When we plan programs we also have to consider what type we will set up. One type uses an Attitudinal approach, whereby we try to bring about a change in feelings and attitudes. A second type of program can be called Understanding, whereby the curriculum is aimed at increasing and broadening general knowledge. A third type is the Skill program. This teaches specific skills or provides information and facts about how to perform the particular skill. In setting up a program we must decide into which of these three areas it would fall, keeping in mind the type of students we will have, their experiences, freedom. creativity and the four resistant factors mentioned previously.

The kind of program and program goals along with definite expectations to come from the program are all bound together. The development of a dynamic curriculum is a very great challenge. Administrators will do well to remember they cannot do it alone. Setting up a good program is a group task; it takes the minds and energies of many people. It is a long term job requiring continuous evaluation and change. A good program contains good facilities, equipment, texts and TEACHERS.

After a careful study of the population, community and neighborhood, we can begin an attempt to match interests and needs with opportunities. We should not instruct just in those fields which are related to employment. A good program will include some extras such as appreciation courses in various areas, perhaps a band or chorus or a student government. The student government is one of the best learning tools we can use in adult education. Another good device to include in the program is the group discussion method of teaching and learning. Another suggestion for planning a program is the use of an advisory committee, which can be made up of people from the area.

The Administrator's Handbook gives suggestions for the scope of the program. It suggests increasing attention to educational opportunities for specific age, occupational, organizational and neighborhood groups. For instance, why not have some sessions for the neighborhood improvement association? Another idea is to co-sponsor activities with other outside organizations of all types. Classes do not have to be confined to the school building; they can be held at outside locations. Lastly, there are many good audio-visual materials which can be included in a program.

Another point which is essential to good programming is evaluation. Evaluation must be continuous if to be worthwhile at all. It must include assessing changes in individuals to determine the effectiveness of the program. It is also necessary to support requests for funds, defend programs and argue expansion.

Evaluation can be hampered by the staff if they are not understanding of its intrinsic and absolute merit and necessity. Some staff members might feel it opens the door to criticism. However, we cannot progress without the help of constructive criticism. Destructive criticism is easily recognized and can be disregarded just as easily. Some points to keep in mind regarding evaluation are:

1. Self-appraisal is better than that by outsiders. The participants in a program know its aspects and can look for the most significant factors. Outsiders could possibly review the results for objectivity of the findings.

2. Teacher-made evaluation instruments are more effective than prepared forms. The teacher is a judge of what should be included. Everyone should be involved and a comparison with self leads to more growth than comparison with outsiders.

3. Evaluation offers the greatest benefit if it is done continuously and is built-in as part of the educational program.

In concluding let us consider what, after all, are the qualities of an effective adult education program? One quality is to help the students be not mere performers--but learner performers. We should develop the program so that it shows the students how much value education has to them and how much it will increase their satisfaction in living. It should clarify life tasks (that is, the various roles a person must play throughout his lifetime.)

Havighurst and Orr in Adult Education and Adult Needs,[1] say that the major functions of adult education are to provide for personal and civic competence and to provide education for the joy of living. Joy in living sums up the whole thing. If there isn't any joy and pleasure in education, we, as educators, must have missed the boat.

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[1] Robert J. Havighurst and Betty Orr, Adult Education and Adult Needs, (Center for the Study of Liberal Education for Adults, 1965).

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INDIVIDUALIZING THE PROGRAM

By
Sister M. Peter Claver

Introduction

America is involved in a triple revolution: an economic revolution; a technological revolution; and an educational revolution. According to the 1960 census fifty-nine million American adults have less than a high school diploma. This number increases daily because of the high percentage of dropouts. In part the dropout problem is due to the fact that these young people come from homes where the parents are illiterate or semi-literate. Therefore, if we are to raise the educational standard of all of the people, we must work not only with the children and adolescents, but we must also make a definite impact upon the adult population of our country.

The American economy depends upon a high rate of employment. In the mid-1960's the yearly demand for jobs in Illinois is approximately 93,000, all requiring high school diplomas or their equivalent, plus vocational or semi-technical training. If the under-educated adult is to either remain employed or become employed, he must improve his academic skills. If he is to participate fully and enjoy life in average American society, his least goal should be a high school certificate. Educators will be guilty of grave error and serious injustice to their under-privileged fellow Americans if they set a lesser objective.

Academic Characteristics of the Under-Educated Adult

The academic characteristics of the under-educated adult are so varied and so complex that there are no simple solutions, no simple curriculum, no simple plan to be followed. For the sake of method, temporarily we will categorize the adult student into three groups:

1. The non-reader;
2. Those with less than an elementary certificate but with some reading and mathematical ability;
3. Those with nine to eleven years of schooling.

The non-reader may know the alphabet and perhaps possess a hundred word sight vocabulary. The second group, slightly better off, have no educational status. Their immediate goal is an elementary certificate. Upon entering a program they will usually function at about the third or fourth grade level. The third group, those with nine to eleven years of schooling, have elementary certificates, but are operating academically far below the ninth grade level. Yet because they hold this elementary certificate, they cannot be treated in exactly the same way as those with less formal education. Though they may need the same lessons they cannot be put into the same classes. Such an act would destroy their self-image. Still they are not capable of handling ordinary high school material. They are desperately in need of basic education. For the most part, those in this group have made an attempt to finish high school. Because of their inability to handle the standard high school texts or cope with secondary school methods of instruction, they drop out. Some return for a second and third time, and again drop out. They realize that they cannot compete in a normal high school situation. Therefore, it is unrealistic for educators to use the traditional materials and methods with them. What is to be done?

The lower the academic ability of the adult, the less security he has in a classroom situation. He tends to identify strongly with a particular teacher. He finds it difficult to adjust to changing situations. He is uneasy, fearful, and quickly discouraged. For these reasons it is urged that those adults who function below the fourth grade level, whether they hold an elementary certificate or not, be placed in a contained classroom. The best type of teacher for these groups is one whose personality is warm and friendly, and who has the ability to relate to the disadvantaged adult. He should have empathy for him and his problems and he must be familiar with his language. He should create an atmosphere that is relaxed and flexible. It is essential that he have the ability to relate the subject matter of the lessons to the experiential background of the underprivileged adult.

Problems of the Under-Educated

The under-educated adult has enormous limitations. His lack of academic achievement is matched by his lack of knowledge of everyday law, employment opportunities, civics and ethnic history. Nor does he know where to secure needed information in these fields. He is easily misled, misinformed and exploited. It is difficult for him to see beyond today. He does not know how to plan for long-range security and in fact, frequently see no necessity for it. He is totally involved in the present. His culture is present-oriented, rather than future-oriented. Middle class values have little meaning for him. Our whole system of reward and punishment is not very relevant to him. Such limitations and orientation must be considered when programming educational projects.

The disadvantaged individual has a strong tendency to fantasize. He sets goals for himself and his children, but these objectives are so unrealistic that it is impossible for him to attain them. Sound, practical counseling that does not dampen his spirits or lessen his enthusiasm is imperative. The poor must know what is possible to accomplish. It is the duty of educators to show them, even lead them along, the necessary paths to the successful achievement of their dreams.

It is generally admitted that adult education programs have a high incidence of absenteeism. The reasons are many, varied, and usually valid: medical, their own and their children's; working conditions; baby-sitter problems; poor housing. The disadvantaged adult is plagued with enormous social and domestic problems. Frequently his troubles are no different from those of the ordinary middle class adult, but his circumstances make them more severe. Small emergencies can be a major disaster, i.e., a child drops the milk on the way home from the store and it cannot be replaced. A light fixture becomes defective and he is not able to repair it.

The under-educated adult has specific training requirements. Since he lacks academic achievement, he is deficient in skills necessary for employment. The unskilled laborer is a person of the past. Therefore, the integration of vocational or pre-vocational courses is essential for a successful program. These courses have a definite bearing on the development of academic skills. For example, a course in drafting and blue print reading for men has a positive bearing on the rapidity with which all their mathematical skills advance. Mathematics becomes less a theoretical mental exercise and more a practical tool. The under-educated view learning from an utilitarian position. It is advisable to determine the specific needs of a group from the students themselves. The formation of a student advisory committee, or its equivalent, is of inestimable value. Not only will such a committee express the needs and desires of the students, but it will also create an atmosphere of cooperation, an esprit de corps, in the student body. The feeling of belonging will hold attendance better than anything else.

Programming

Considering the

1. various levels of learning;

2. many social, domestic and physical problems of the adult poor;

3. cultural background of the participants;

4. training requirements for employment,

let us turn to the task of programming. The illiterate or semiliterate group has already been discussed. The following remarks refer to the student having an elementary certificate and achieving above fourth grade level. When programming these students, three things must be kept in mind: (1) the teacher's talents, (2) the students' academic achievement, and (3) the students' non-academic needs. A departmentalized, ungraded program can be highly successful. It permits maximum utilization of the teacher's talents and allows for homogeneous arrangement of the students in each subject area. Subject areas should be limited. Many high school subjects are irrelevant to the under-educated adult's daily life. The purpose and goal of any basic adult education program is to make the adult participant highly literate. Its main core will be the "3 R's,"-- Reading, English and Mathematics. When an adult has completed the program he should be so well versed in these subjects that he will be flexible enough to enter any training program for which he has an aptitude.

At the Loretto Center, we found that the more homogeneously arranged the students were, the faster the groups as a whole learned. It likewise reduced many of the academic problems for the teacher. The approach is ungraded. We do not speak of grade levels to the students. Rather, we speak of levels of learning. We operate on six levels:

Level I - 3.0 to 4.0

Level II - 4.0 to 5.0

Level III - 5.0 to 6.0

Level IV - 6.0 to 7.0

Level V - 7.0 to 8.0

Level VI - 8.0 -

During the first hour of class all students report to their level for English. The second hour, all students report to their level for mathematics, and the third hour, to their level of reading. This type of programming takes care of many individual problems:

1. If a student makes rapid advance, he can easily move to a higher level; or if a student, for a good reason, has been absent for an extended period of time it is easy to place him in a lower section where he can learn the work he has missed. Sometimes students request a lower level when they find the work too challenging.

2. It eliminates the necessity for a person to compete with a class. Rather he competes with himself and the textbook.

3. It provides for the "eager beaver" who is willing to spend much time studying and advances rapidly.

4. It meets the students at their level of achievement and understanding, thus creating a firm base for the further development of the skills.

Employment and Societal Needs

The next point to be considered is electives. This is the area to meet employment and societal needs. The great problem is to determine who among the applicants can best profit from the various courses. Low-achieving students will frequently make application for courses beyond their capacity. Failure in these subjects leads to frustration. These students have a great need to learn skills. Counseling is requisite to channel them into those courses that will meet their immediate needs and from which they will derive the most benefit. Direction is a major problem and takes hard-core planning.

Another approach to providing for individual differences is the use of the tutorial method. Not only can specific difficulties be analyzed and corrected, but the psychological advantage of the personal relationship that develops between tutor and student is frequently the key to removing learning blocks. Most students in regular attendance at tutorial sessions make extraordinary progress.

The question arises that if we concentrate on English, mathematics and reading, how will the students learn science and social studies? Why can't they gather needed information in both areas through the reading program? The adult student's time in evening courses is limited. It takes tremendous sacrifice for him to spend six to nine hours per week in evening classes. If he is obliged to take the full gamit of traditional courses, his education will be too prolonged and he will lose interest in the program. But if he learns to read well--historical material, current events, scientific articles, literary material--he will be an educated adult. Another element that can provide background knowledge is to inject extra-curricular activities such as series of lectures in law, science, ethnic history, book fairs, and panel discussions on pertinent subjects. These enrichment activities can open a whole new world to the disadvantaged adult student.

In the foregoing remarks we have stated reasons why a program for the disadvantaged adult must be individualized and described one method of procedure. It is not the only way to program, nor necessarily the best way. But from these remarks, we can summarize some principles for developing successful Adult Basic Education Programs:

1. Study the specific problems of the adult participants in the program.

2. Fit the program to their needs.

3. Keep the program flexible.

4. Capitalize on the talents of the personnel and the facilities available.

5. Give the students a voice in school matters. They are adults.

TESTING IN ADULT BASIC EDUCATION

By

Bjorn Karlsen

In all of the laws passed by Congress during the past few years which deal with some phase of education, statements are made about the need for evaluation. There are two fundamental problems of evaluation when it comes to adult basic education. First, there is the problem of evaluating the students and secondly, there is the problem of evaluating the program itself. The primary emphasis in this presentation is on student evaluation, but we will first take a brief look at program evaluation.

The test specialist has often been viewed as a specialist on the making and administration of tests. His primary concern, however, must be with curriculum and educational objectives, since evaluation of any program must be made in terms of the objectives of such a program. Unfortunately, we have much too often been willing to evaluate a program purely on the basis of the achievement scores of the students. When it comes to evaluating the effectiveness of an adult basic education program, we must look back at the objectives and then look at the students in terms of our objectives.

If we are teaching literacy skills, we are doing it for a reason. We want to teach literacy skills because this makes our students better informed citizens; it helps them lead more useful lives; it enhances their employment possibilities and eradicates vocational limitations, etc. If these are indeed our goals, we must evaluate the extent to which the students have become more socially and economically self-dependent. We must find out if teaching these people to read leads to reading. Does our instruction lead to the reading of the newspaper, the reading of library books, the reading of directions, recipes, etc.? These kinds of objectives are much more difficult to study and evaluate than achievement itself, and the temptation in the past has been to avoid making these kinds of evaluations because of the difficulty involved.

Coming back to the problem of student evaluation, it would appear that there are three stages of evaluation that we might want to consider. First of all, there is the initial assessment of the student. Secondly, there is the instructional assessment (that is, the kind of assessment made during the instructional program). Thirdly, we might think of the evaluation that goes into vocational guidance, training and placement of students as we try to help them progress in the world of work.

In the initial assessment of students we should look at such things as the history of the student--vocational, educational, social and medical. We find repeatedly a great need for evaluation of hearing and vision in adult education programs, since many of these students come to class with pronounced sensory deficits. Minimum testing in these areas would include the Snellen Chart for vision and an audiometric examination.

Going into the instructional program, it is necessary to make some sort of initial evaluation of the student's achievement level. This appears to be the toughest evaluation assignment within the educational framework, since the students coming to us are not always convinced that this is the thing they want to do; and if the first thing we do is throw a big printed childish test at them, whatever rapport might have been established in a previous contact is lost rather quickly. In situations where students have been given a test to take, what has most frequently happened appears to be that they have simply picked up the test, dropped it in the wastebasket and walked out. There is, then, need for a rather brief, initial assessment of the achievement level of the students. There is also need to evaluate progress from time to time throughout a basic education program. For these kinds of assessments teachers have used various inventories, reading skills, informal reading tests, standardized reading survey tests, standardized diagnostic reading tests, standardized arithmetic tests, spelling tests, etc. It is undoubtedly true that of all the tests one might conceivably give people, none is probably any more valid than the achievement test. Areas of achievement can be assessed rather readily, and there are good standardized tests available. One should not, however, overlook the many opportunities that the teacher has to make useful evaluations of his students. It is important to collect and review periodically samples of student work that has been done. We can often get more information out of listening to someone read to us than by giving him a standardized test. Such a procedure is particularly useful at the initial phase of evaluation, that of placing the student in a given group or at a given level in a set of materials.

The criticism is often made that the only tests available are for children and that they have no norms for adults. The available reading tests are indeed childish, since they were designed for children. A test of this type, however, is useful in that it can establish an approximate reading level of a person. We are, however, communicating implicitly to these students that they are sort of like children, probably not very smart, when we give them such a test. It is, therefore, imperative that we give them tests that would be appropriate for them as adults - appropriate not only in terms of the language used, but also in terms of the format of the test, the appearance of the test, the kinds of illustrations that are being used, etc. We will come back to this point later. In regard to norms for the people who are currently teaching adult basic education and for the materials and techniques and methods that are currently being used, the best and most appropriate type are grade norms.

A standardized test, which is appropriate and specific in terms of a given area of behavior, such as achievement or ability, properly administered to an adult group, can give the teacher information that would be difficult if not impossible to get in some other way. It is important, therefore, that the person teaching basic adult education have some fundamental knowledge of standardized testing and how one can choose and judge a standardized test. We shall review, rather briefly, some suggestions for evaluating a standardized test. In looking for a test to be used in adult basic education we should consider:

1. Content. The test should be appropriate for adults.

2. Validity. A test should be reviewed from the standpoint of validity, which is the primary prerequisite of any test. Since validity has to do with the extent to which the test measures what it is intended to measure, the teacher should review the test from the standpoint of curricular validity, which means that the test measures what we try to teach in our curriculum.

3. Norms. A test should have norms that are useable to the teacher. These norms should have been well enough established through a program of standardization that they would appear to be representative of the population upon which it was standardized. Although local norms are often times very helpful and useful, a test which has nothing but local norms might be of limited usefulness.

4. Reliability. Reliability is determined by giving the test once and then giving it again to see if it is reasonably consistent in terms of the scores obtained by a given individual. The reliability coefficient is determined by the correlation between the two testings, and it is usually expressed in terms of a correlation coefficient. A test should have a reliability coefficient of .90 and higher.

5. Diagnostic Utility. The ideal test in the opinion of many teachers is a test that will give a good evaluation of all the major facets of the educational program, one that will give the teacher detailed and specific hints on instructional procedures and one that can be given and scored in about one half hour or so. This cannot be done. We cannot get much diagnostic utility out of individual test items. Occasionally publishers claim that they have a test in which two or three items measure some very specific skill, a couple of other items measure a different skill and so forth down the line. Such an analysis might be useful for a large group of students, but it is not useful, in fact it might be quite misleading, to use a test this way for individual students. This writer would not use a test where a diagnostic breakdown is made on less than twenty or twenty-five items

for each sub-skill. From a measurement standpoint, it is the author's belief that we cannot measure achievement reliably unless we have more than 20 test items.

6. Publisher and Authors. The testing business is relatively small in terms of the number of companies involved, and it is also very competitive. The fact that a test is published by a reputable publisher gives us some reassurance that the test has been developed with care and expertise. This does not mean, however, that the better publishers have not published some poor tests. A test which will be available this fall is called ABLE (Adult Basic Learning Examination). It it authored by myself, Richard Madden and Eric Gardner, and is published by Harcourt, Brace and World, Inc. The test has six sub-tests and it is designed for use at two different levels, Level I covering approximately achievement grade levels 1-4, Level II covering grade levels approximately 4-8.

Test 1. Oral Vocabulary. The fifty-item vocabulary test is a dictated test which does not depend on reading ability. Each item is dictated to the student and he is to put an "x" in the first, second or third box in front of each item. There are no words at all in the test booklet; the teacher reads the items.

Following are two sample items:

A woman whose husband has died is a
widow. miss. relative.

The outer covering of a melon is a
husk. shell. rind.

Test 2. Word Attack Skills. This test contains fifty items in which each item consists of three words that look alike, but are different in one position, this being the beginning, middle or end of the word. This way one can test the phonetic knowledge of the student. A couple of examples might illustrate this. To test the student's knowledge of the y-sound he is given the following three words to read: card, yard, hard and is then asked to find the word yard. In another item testing for the ir-sound, the student is asked to find the word firm among the three following words: field, farm, firm.

Test 3. Paragraph Reading. This test determines reading comprehension level. It has two unique features. First of all, it is printed in relatively large print; secondly, the choices in this multiple choice test are given within the paragraph. The following example illustrates this:

A bumper jack is a tool for lifting.
With it, a person is able to raise a
car. rent. price.

It is usually carried in a car's
engine. trunk. bumper.

The conventional way of placing the choices would be:

A bumper jack is a tool for lifting.
With it, a person is able to raise
a 32 It is usually
carried in a car's 33

32. car rent price
33. engine trunk bumper

Many adult basic education students are stumped by this format, and they do not seem to be able to do the necessary switching.

Test 4. Spelling. Test four is simply a spelling test, where the students are asked to write thirty dictated words. They are asked to write such words as egg, wanted and upstairs.

Test 5. Number Computation. On this written test the students are asked to complete certain numerical problems. In Level I they are asked to solve relatively simple whole number problems in addition, subtraction, multiplication and division. In Level II the problems are progressively more difficult.

Test 6. Problem Solving. In the problem solving test the arithmetic problems are dictated to the student with the five choices given in the test booklet. This test covers such problems as the following: How much money do you have all together if you have one half dollar, three quarters, and three nickels? The choices that the students have are: $1.25, $1.30, $1.35, $1.45 and NG (Not given). A suit that usually sells for $30.00 is on sale at 20% off. What is the sale price? The student has the following choices: $5.00, $6.00, $15.00, $25.00, NG.

ABLE is a test designed for adults. It will measure achievement as low as the first grade with items that are entirely adult in nature. It has been standardized on 20,000 students in order to establish grade norms. The standardization was done by giving students both the Stanford Achievement Test and ABLE, and paralleling the norms on both tests. Several states will establish state-wide norms on their adult basic education programs. Norms on the students in various government sponsored projects will also probably be available. The test is scheduled to be published in September, 1966.

Educators who need to select tests for use in their basic education programs should write to the test publishers for catalogs, from which they can obtain specimen sets of available tests. These can be studied for appropriateness of content and usability.

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PUBLISHERS OF STANDARDIZED TESTS

California Test Bureau, Del Monte Research Park, Monterey, California.

Cooperative Test Division, Educational Testing Service, Princeton, N. J.

Harcourt, Brace & World, Inc., 750 Third Avenue, New York 17, New York.

Houghton Mifflin Co., 432 Park Avenue South, New York 16, New York.

Psychological Corporation, 304 East 45th Street, New York 17, New York.

Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois

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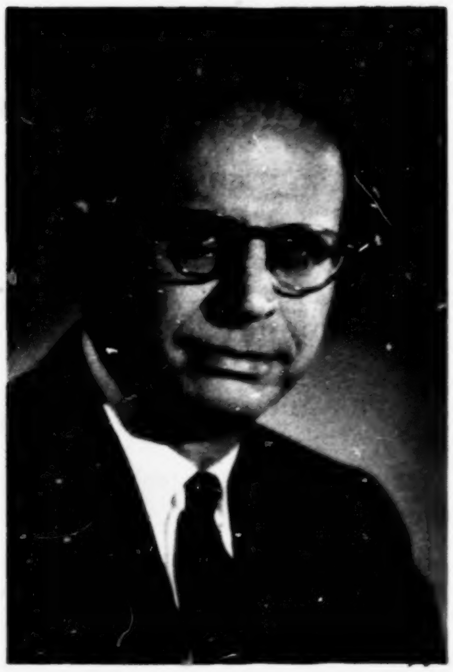

COUNSELING ADULTS

By

Lawrence P. Blum

The Status of Adult Counseling Today

Although much attention is paid to adult counseling as an important adjunct to adult education programming, very little systematic thought has been given to theory construction, research, or technique development. Evidence of this is seen in the fact that neither the June, 1965 issue of Review of Educational Research (1965) devoted entirely to Adult Education or the April, 1966 issue devoted entirely to Guidance, Counseling, and Personnel Services contained comments regarding counseling for adults.

There are several reasons for this. One is the pressing need for counseling services which causes those who work with adults not to have time for careful, unified theory development or for scholarly, detailed research out of which effective techniques are derived. The second reason involves the assumption that theory and research validated techniques involved with counseling younger people can be uncritically applied to counseling with adults. A third reason involves the possibility that there may not be a bona fide body of theory or technique which has specific application to counseling adults generally, but rather theory and techniques can be developed, and in fact have been, for counseling adults, of specific age ranges, in specific settings, for specific purposes. Thus we have theory and techniques for counseling veterans who are adults, employment counseling for adults, educational counseling for adults, marriage counseling, pastoral counseling and other special areas of counseling for adults. As one reads the literature of counseling it is frequently found to refer specifically to these special fields and it is impressive that in some, but not all, fields substantial progress has been made in theory and technique development.

Accompanying these developments has been the increased standards for practicing counseling with adults in these settings. For example, the Veterans Administration has increased its requirements until the highest requirement is that for a Ph.D. for Counseling Psychologists and at least a master's degree for service as a Personnel Counselor or Vocational Adviser. It is noteworthy that the major impetus in counseling training, theory development and technique development during and after World War II was due to the influence of the Veterans Administration.

The Bureau of Employment Security, U. S. Department of Labor, in September, 1965 issued a statement in which the goal was established of having all professional level counselors with the Employment Services achieve a master's degree in counseling. As a result several counselor training institutions around the country are developing specific programs or adapting existing programs to meet the needs of employment service counselors. The volume entitled An Introduction to Employment Service Counseling by McGowan and Porter[1] is a major part of the sparse literature in this area.

A third example of increased standards for counseling involves the expansion of counselor training as part of the training for clergymen. The Joint Commission on Mental Illness and Health in their monograph entitled The Churches and Mental Health[2] report that of 235,000 clergymen in the United States only about 10,000, mostly younger men, have had specific training for the counseling function. They further report that the 212

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[1] (Columbia, Missouri: Missouri Division of Employment Security, 1964).

[2] R.V. McCann, (New York: Basic Books, Inc., 1962).

Protestant seminaries have a total of 343 programs in clinical pastoral training, counseling or psychology ranging from short-term lecture and seminar courses to intensive clinical training. Similar activities are underway in the training of Catholic and Jewish clergymen.

Little data exists regarding the current status of counseling adults in educational institutions such as evening programs affiliated with colleges and universities and technical schools. Several years ago Blum and Sullivan [3] attempted to assess the similarities between counseling services available to younger students enrolled in day classes and adult students enrolled in evening classes at the same institutions. On the basis of information supplied by members of the American Association of University Evening Colleges it was concluded that, whenever satisfactory counseling services were provided for adults in evening classes, they were extensions of services already provided for the day school enrollment. It was disquieting to note that three times as many day school respondents reported satisfactory counseling programs as did evening school respondents. This suggests that little has been done in developing counseling theory and technique which is unique to the needs of adult learners.

Psychological Bases for Counseling Adults

A consideration of the psychological bases of counseling adults may best be dealt with by defining the distinctions between counseling adults and counseling younger people. One point of difference is in the nature of goals for the two groups. Younger people seek counseling because of concern regarding purposes which are still remote; the adult seeking counseling has urgency and immediacy characterizing his purposes. A second difference involves the richness of experiential background of the two groups. Younger people have comparatively little experience to relate to and synthesize with their experiences in counseling; adults, on the other hand, have a quarter or half a lifetime to relate to what happens in counseling. A third difference is that younger people when undergoing counseling are usually not as verbal as older people, and finally the number and kinds of problem areas which cause younger people to seek counseling are different from those which cause adults to seek it. Younger people seek counseling because of concerns in areas such as family relationships, peer acceptance, problems in boy-girl relationships and problems in the area of school adjustment. Adults, on the other hand, may be concerned with matters of finance, marriage, and adjusting to and advancing in a career. Although fundamental counseling techniques may be basically the same, the unique skill of the counselor in dealing with adults may be at the point of adapting his counseling to meet the differential needs of adults. Defining precisely the nature of these needs and specific counseling techniques for meeting them are questions with a high priority for research-based answers.

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[3] L.P. Blum and B. A. Sullivan, "Student Personnel Services at University Affiliated Evening Schools," Occupations, (April, 1951), pp. 511-514.

Counseling is characteristically conducted within a three-level of knowledge in which the counselor has as his function supplying of needed information. This is usually the level at which counselors feel most comfortable because it approximates the teaching function. The second level, which requires more professional counseling skill, is the level of thought. Skilled counseling at this level is of a nature which induces thought about information presented or knowledge gained. This is more difficult and skill in this area is related to basic skill in the teaching function. The third level is that of feeling and it is at this level that the greatest sophistication and counseling skill is required. It is at this point that sensitive listening for the unsaid as well as the said, reflection of feeling, and a relationship characterized by permissiveness and acceptance become of crucial importance. If man is a creature of impulse and his actions are governed by feelings and attitudes, counseling must be of such a nature as to produce alteration of attitudes and feelings.

The Role of Testing in Adult Counseling

The counselor of adults who attempts to use test results to supplement information already available regarding his counselees is immediately in a quandry. He may, for example, desire to assist an individual who is forty or fifty with the problem of changing occupation. It is reasonable to have test results regarding general intelligence, aptitudes, interests and personality, but almost all available tests have norms only for adolescents or, at best, for young adults. The counselor must decide if it is wise to compare his counselee with younger people on the norm table with whom he may compete if he enters their vocation or to adjust his score for age before comparison is made.

Another factor influencing the uses of tests in counseling adults involves recent revisions in the view that mental abilities of adults cease to grow after a certain age, commonly thought to be the late twenties or thirties. It may be true that adults do not show well on many tests of processes which deteriorate with disuse. These include abstract reasoning, rate of performance, and rate of adaptation to new situations. However, there is evidence that people in their forties and fifties continue to increase in certain other measured abilities.

The only course open for the adult counselor is to seek tests which have the most suitable and complete norms for a given client and his needs. He must also be careful to attempt to estimate those mental abilities which are least affected by age.

New Directions for Adult Counseling

The shape of adult counseling is apparent in the factors already discussed; namely, continued development of the special aspects of counseling for adults in specific settings and in the trends for increased standards of training for adult counseling specialties. However, much work needs to be done in the area of counseling adults in adult education settings. For example, the work of Super and his students as summarized in *The Psychology of Careers* (1957)[4] suggests that career development *is a life-long process* and that counseling is as necessary in the maintenance and acceleration phase of career as it is in the exploration and establishment phases.

Much more research is needed on the course of ability development in the adult years to discover which abilities are capable of further growth and which decline. More research is also needed on what adult education experiences contribute to growth. In testing, we need instruments for counseling with appropriate norms.

Continued experimentation is necessary with counseling techniques to determine which are effective and which are not. Illustrative of techniques needing evaluation of effectiveness with adults are bibliotherapy, confrontation, role playing, desensitization, psychodrama and reflection.

Until adult education and those who practice adult counseling begin to do this kind of study our practice will continue to be based upon unverified assumptions.

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[4] D. E. Super, *The Psychology of Careers,* (New York: Harper Bros., 1957).

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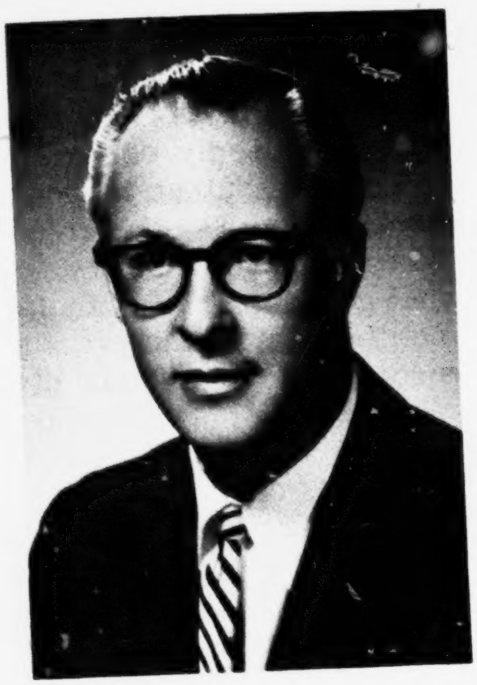

DEVELOPMENT OF MATERIALS APPROPRIATE FOR THE ADULT LEARNER

By
Robert J. Hunyard

"Who will be working in American industry in 1980? What new skills will be born and what skills will die during the next two decades? How will the new technology, combining automation, sophisticated design and high productivity, affect employment, training, skill requirements?" Thus begins an article in Training in Business and Industry published in November, 1964.[1]

The answers to these and related questions are undeniably vital, for upon their solution depends the health of our nation, the welfare of our people, and the affluence of our society.

Over the past half century, at least, the social institutions we maintain to educate people to live productively and peaceably together have experienced gigantic change. More youths and adults are spending more time in preparing themselves for work. Our school year is longer. Curriculums with greater depth and breadth have been developed in an effort to better meet the needs of an increasingly diverse population. The quality of teaching staffs has improved and more people are graduating from high school and college than ever before.

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[1] "People without Jobs--Jobs without People," Training in Business and Industry, (November, 1964), p. 35.

It is also certain that we now have a far greater number of institutions for learning and that we are spending much more to get them. And even a cursory analysis will reveal that the lay public is more deeply committed to learning than it has even been previously, and that increasing numbers of diverse organizations are contributing larger amounts of their resources to learning, i.e., business and industry, civic and social organizations, foundations and governments, both state and federal. These marvelous advances, combined with the great strides made in understanding the learning process and methods of instructions, should enable us to educate everyone to his fullest potential.

Yet, despite this phenomenal progress, Dr. John J. Theobold, President of the Education Science Division, U. S. Industries Inc., observed that, "of the 53 million young people in our schools today, four out of each ten students in the fifth grade will never finish high school."[2] It is apparent that we must still face the problem of adequately developing forty or more percent of our youthful population. It is also evident that, since they will not acquire the skills necessary to make a living as an adult in the formal schools maintained for this purpose, they will have to be trained as adults by some other agency.

The situation developing from formal education is one of two major sources of adult learners--the dropout, whose need for training is most often initial and basic skill training. The group can be characterized as being young adults of relatively low achievement level; as individuals who have experienced difficulty in mastering curriculum. Though they vary widely in ability, to many of them formal learning and its discipline are uninteresting or unimportant. They have no really salable skill and their work capability is hardly above the sustenance level.

The second major source of adult learners is generated within our business and industrial enterprise and is largely the result of the applications of new technology to production. The need in this case is for retraining to adjust personal skills from relatively simple mechanical systems to basic technical skills requiring an understanding of analytical techniques and procedures.

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[2] John J. Theobold, "Educational Technology and Vocational Preparation," Educational Technology, Vol. XI, No. 6 (May 30, 1966), p. 1.

Characteristically, persons in this group have acquired a salable, or previously salable, skill to the degree that it has afforded them a living. They are generally older individuals, often with family responsibilities that tend to make them less adaptable to change and, seemingly, to new ideas. Like their young counterparts, their capabilities encompass a wide range of ability, but unlike the dropout, they are more likely able to understand the reasons for acquiring new skills. Indeed, family and social pressures may force them to recognize the reasons.

This brief description does not exhaust the parameters of these two groups of adult learners. This brief comparison is meant only to provide an introduction to some of the dimensions of adult training and to effect a foundation on which to discuss type of teaching materials that might be useful for their instruction.

I should like to recognize at this point that the dynamics of adult learners, as they can be applied to their instructional idiosyncrasies are not in abundance nor are they very clearly defined. Direct references leading to specific conclusions about materials per se are particularly parsimonious. Nevertheless, there are several observations that reoccur often enough in empirical research to be considered sound premises upon which to proceed. We shall enumerate these premises and later tie them into instructional materials, but before proceeding the writer would like to acknowledge his indebtedness to two excellent sources of information on this subject: On Teaching Adults: An Anthology by M. V. Miller, Center for the Study of Liberal Education for Adults, Chicago, 1960, and Training Methods for Older Workers, published by the Organization for Economic Cooperation and Development, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006.

The premises or observations referred to are these:

Premise I. Adult learners have a tendency to learn for use, rather than for recapitulation.

Training methods that emphasize the use or application of knowledge acquired will probably be best suited to adult learners. Particularly is this so for older adults. The young adult can assimilate a new bit of information without relating it to anything else, while the older learner feels the need to fit new acquisitions into his personal fund of knowledge.

Premise II. Adults learn more readily when instructed by "activity" methods.

Learning that can be generated out of an active task will provide a higher rate of success. Regardless of the adult learner's age, however, mental activity must accompany physical activity. Either in isolation will produce a high failure rate.

Premise III. Adults care inclined to learn more expeditiously when they can find-out-for-themselves.

The adult learner seems to need to be able to prove a point to his own satisfaction on the basis of what he knows and what he has found out. He is prone not to take things for granted and will probe the fundamentals of a subject, often to the point of embarrassment.

Premise IV. The group situation in which adult learning is to take place is critical.

Adults, particularly the older ones, are almost super-sensitive to isolation and competition, especially from younger adults. They are inclined to do best in groups of "similars", where groups are kept intact. The more the adult individual can identify, i.e., accept the standards, beliefs, values and behavior of the group he is learning with, the more comfortable he will feel and the more willing he will be to learn.

Premise V. Accurate initial responses are especially important in adult training.

Adults to be retrained have well established habit patterns and find difficulty in altering them readily. When they are permitted to learn incorrect responses in retraining, they are very difficult to eradicate and the success rate is low. Older adults normally require a longer period of training to achieve the same results as their younger counterparts.

It would be advantageous to pause at this point and draw some summarizing conclusions regarding the adult learner and how he may best be taught. It is reasonably clear that:

1. Training method is vitally important to the success of training adults, particularly older adults. Age has been shown to be related to greater individual difference in aptitude and ability.

2. Formal teaching methods will not adequately provide a situation in which self discovered learning can take place.

3. The method of instruction used must be adapted to suit the age, background and work group of the adult learner.

4. The situation in which adult learners are most apt to succeed is one that is open in nature, with emphasis on creative learning and where responses are adequately guided to minimize need for unlearning.

5. Training adults can be considered a three part process.

    a. DISCOVERY. The trainee is permitted to range over the learning situation discovering the facts for himself via active participation. He is presented a series of tasks in an orderly manner with which to enlarge his knowledge and sharpen his discrimination. The tasks are the medium of learning and are developed to preclude establishing errors or wrong concepts.

    b. UNDERSTANDING. At this point the trainee endeavors to form connections between newly acquired information and that he possessed previously.

    c. CONSOLIDATION. Here the adult trainee practices and rehearses what he has learned. This stage is crucial to older adults for whom new learning is fragile and especially subject to interference. Practice should be as immediate as possible and free of any form of distraction.

What problems, then, does the trainer have to contend with when he embarks upon a course of training for adults?

He must circumvent the plague of verbalism. It is easier for him to tell or talk or have the students read about the tasks under study. This is a sure route to failure in adult education.

He is faced with the complexities of a new task. Success is enhanced by reduction to logical, related stages.

He must intergrate the specific task at hand with the total curriculum structure necessary to bring the trainee to his productive proficiency.

He must realize that most information is still stored, available, from textbooks, workbooks and data sheets. The trainees will be book oriented.

He is confronted with specialization. The trainee, particularly one being retrained, probably has a specialized skill. What is its relation to the new skill?

If he is realistic, he will realize that knowledge is growing so rapidly that obsolescence of skill is a certainty. His program must be flexible and easily updated.

We should now make a point that has only been apparent by implication thus far. It is, simply, that educational materials by and of themselves cannot provide the answers to these all important considerations for adult training methodology. It must be clear that they can be but one factor in a whole galaxy of factors that must be carefully tailored to each adult training situation. The training method as a whole must be shaped to accommodate the characteristics of the learning group, taking into account the points enumerated above.

Teaching materials do have a place in adult training because they can provide vivid imagery that will expedite understanding of relationships. They create a high degree of interest and thus enhance motivation to understand. Of major importance to adult education is their ability to project reality into experience which stimulates self-activity. Via production-editing techniques, sequence of happening and time span can be controlled. Thus, superfluous material and/or ideas can be excluded. When specifically and expertly produced, they compel attention, convey ideas with greater clarity and accuracy and reduce the time required for instruction. They provide experiences that cannot be presented through any other means. Used in conjunction with other teaching devices, their inherent flexibility and great variety can actually improve the effectiveness of other teaching aids and techniques.

All of these attributes are important to adult training, but the most significant advantages materials offer the adult trainer, and the trainee for the matter, lie in three areas: (1) They reduce dependence upon verbal instruction. Well executed educational materials are largely non-verbal and provide a concrete basis for conceptual thinking and thus reduce the need for verbal explanation. (2) Educational materials enlarge the span of retention. Materials upgrade the quality of learning experience which has been shown to have a profound influence on the permanence of learning. (3) They enable the instructor to make significant inroads in coping with individual differences in aptitude and mental and physical ability.

We shall now relate these points and those made by our premises with some exemplary types of materials. Differences in aptitude and ability have always been difficult to minister. Pedagogy has long appreciated the problem and has discoursed extensively on its existence and ramifications. Despite the understanding of the problem, little could be done by way of solution until the very recent development of programmed instruction.

Actually, the process of programming information has been practiced for centuries, since writing a book, making a motion picture or a filmstrip or writing an essay requires the planned sequencing of ideas. But, it is only within the last decade that the process has been studied in depth, refined and fitted into a manual format.

Programmed instruction is ideally suited to adult education for several reasons: (1) The information to be learned is broken into small, logically arranged segments. One small step is presented at a time and, then, only after the previous segment is understood. Relationships are easier to see and understand. The learner, in effect, is finding-out-for-himself. (2) The learner proceeds through the information at his own rate according to his ability; thus his individual capabilities are accommodated to a far greater degree. (3) The learner is active. He must manually, in most cases, operate the teaching machine and he must constantly respond mentally to proceed. He continually interacts with the program. (4) The learner can only proceed when a correct response has been given. He is constantly reinforced by applying, in the next frame, the correct information he has acquired. Consequently relearning of incorrect responses is minimized. (5) Finally, our adult learner works alone. He is insulated from competition from his peers, younger or older. Because he works individually, distractions are minimal.

Verbalism is insidious and an easy teaching rut in which to fall because it is natural to talk, to explain things. This is our common mode for conveying information. We are urged to explain ourselves; to clarify, repeat or be specific. Most of us, probably all of us, know learning, i.e., education, from a time when teaching materials were practically non-existent. Our learning was a matter of reading from books and listening to lectures. Particularly, was this so as we reached the higher levels of schooling. In short, we came by this adult instruction pitfall quite naturally and are prone to use words much too lavishly in instruction.

A recent adaptation of the common motion picture has much potential for reducing verbiage, especially repetition, and adding concreteness to actions and phenomena. The single concept film is a short continuous loop of silent 8mm film that presents one concept or idea only. The physical characteristics of the material and its projector, their cost and the size of the image predict that it be used for individual instruction.

As with programmed instruction, the learner is finding-out-for-himself, when using a single concept film. He has control over his exposure to the information since he can repeat as often as necessary, or apply a stop-motion button to hold a single picture. Incorporating motion, this material is visually dynamic and is expressly produced to demonstrate and clarify one concept at a time. The learner actually sees it happen in detail.

All instructional materials expertly produced and correctly employed will, in varying degrees, improve the span of retention of learning. Their capacity for generating reality and the high level of interest they are able to sustain account in a large measure for this desirable outcome. Enlarged span of retention is indicative of quality instruction which can result in quality performance.

The overhead projectual is demonstrative of what can be done to upgrade group instruction. Its large format, 10" x 10", simplifies the preparation of illustrative materials. Color can be added readily to visually emphasize associations, detail or flow.

Anything that is transparent and of appropriate size can be shown with an overhead projector, but the infinite flexibility of presentation made possible with overlay projectuals is one of its outstanding characteristics as is the fact that the operating instructor can write, in black and white or color, directly on the projectual. The overhead projector is the only machine that will project technomation, a costly technique that creates the illusion of motion.

We have explored the advantages of three common types of instructional materials and have related them to several of the special training needs of adults. The remainder of the gamut of instructional devices are certainly capabel of making an equally significant contribution to this vital area of instruction; but, as with all good things, there are precautions. In the words of Dr. Theobold, "Many of the devices on the market today--teaching machines, rear view and overhead projectors, 'talking books,' programmed instruction, language laboratories, storage and retrieval devices, and the like--are potentially major contributions of one kind or another to the educational process, but we must know much more about how and where to use each to the best advantage. Not only the schools, but also no farsighted producer can possibly permit a device to be used except in those situations where it can make a major contribution."[3]

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[3] John J. Theobold, "Educational Technology and Vocational Preparation," Educational Technology, Vol. XI, No. 6 (May 30, 1966), p. 1.

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PART III

TEACHING THE ADULT LEARNER

TEACHING THE ADULT LEARNER

By

Herbert W. Lehmann

Introduction

Adult education programs have been in operation on a fairly active scale for more than a century in a number of places in our country. The Chicago Public Schools have been conducting such programs for approximately this long. Nevertheless there are still large numbers of persons over twenty-five years of age in our State who have had less than five years of formal education. The 1960 census figures show that these people constitute ten percent of the State population of this age group. In some areas in Chicago the percentage is even higher. To complicate the problem further, five years of schooling does not necessarily imply fifth grade competency.

It is recognized that persons of this educational level have always been around; yet most persons in our society were unconcerned about them until quite recently. Teachers have always worried about the youngsters who never went to school or who left school early and later became the illiterate and functionally illiterate adults. Only in the past five or six years has the general population become aware of the fact that large numbers of persons were being pushed out of our socio-economic mainstream because of low educational levels. This increased social awareness has pushed the State and national legislators to pass financial aid legislation to enable public school systems and some private agencies to make an effective start toward eventually eliminating adult illiteracy for the mentally capable, and hence toward some solution to the dilemma of having approximately as many unfilled jobs in our economy as people who are presently unemployed because they lack the literacy attainments to fill these jobs.

One of the earliest and largest of these efforts is a joint project between two governmental agencies which began in Chicago in the spring of 1962 and continues to the present time. The Cook County Department of Public Aid furnished several thousand welfare recipients as students in the adult literacy program conducted in the public evening schools operated by the Chicago Board of Education. The schools were to train these persons to be functionally literate so that they would be employable or capable of profiting by vocational training available under various programs conducted with Manpower Development and Training Act funds.

Early in this program it was learned that the students lacked many abilities besides the ability to read, write, and perform simple arithmetic computations. They also lacked the ability to cope effectively with the complex demands of an urban environment. Many also had physical disabilities of one sort or other. Because of long unemployment or underemployment the group also tended to lack motivation and desirable work habits. They were poverty stricken in more ways than one. Hence it was soon evident that a whole array of school student personnel services in addition to classroom teachers would be required. Not all of these were or could be provided by the school, but the cooperative nature of the program made the services of the Cook County Department of Public Aid available to the students in the Adult Basic Education Program in the Chicago Public Schools.

Personal Characteristics of the Adult Basic Education Student

In order to teach the under-educated adult, it is necessary to know something about him. Some of his characteristics can be summed up as follows:

1. By virtue of his struggle for survival he has had much experience in everyday life and he has

a vast store of street-wise knowledge in getting what he needs to stay afloat. But because of his low educational attainments, he is a victim of both economic and mental poverty.

2. This poverty gives him a basic feeling of insecurity and a low opinion of his native worth. The higher his intelligence level is, the lower his self-esteem tends to be. Hence the adult basic education student is often suspicious of his teachers and other school professional personnel, who he feels are authority figures of a type with whom he has already had unhappy experiences at some time in his life. He is therefore often defensive of his actions, excessively sensitive of correction of his errors, and sometimes downright hostile toward the teacher and his fellow students. If he is a natural leader of the student group, he may seriously disrupt the class under the leadership of a weak or inexperienced teacher.

3. Fortunately most students are sufficiently motivated to at least furnish some basis for improving themselves, and hence there is the opportunity to work effectively with individuals in a class which is pervaded by a warm, accepting classroom climate.

4. Partly because of his great need to try to unshackle himself from his poverty bands, and also because of his being forced to live life on a day-to-day basis, the adult basic education student has a short span of attention and does not often think in terms of months and years ahead, as is characteristic of members of middle class society. He is therefore impatient of a long sequence of educational experiences. He looks for immediate usefulness and awards from his attendance and often becomes unhappy if he doesn't see a connection between what is being taught and his daily life.

5. Since most adult learners at any education level are no longer teenagers, they have experienced to a varying degree some diminution in seeing and hearing ability and an increase in reaction time. The latter factor would effect learning ability to some extent where motor activities are of great importance, but has less significance in other types of learning activ-

ities. Sight and hearing need to be taken into account in classroom seating arrangements in any class to insure that everyone is enabled to take part in the learning activity.

Classroom Climate

Because of the personal characteristics of the adult basic education student, the classroom climate is of prime importance. To establish a favorable climate it is desirable for the teacher to greet the new students at the door, as he would greet guests in his own home. Every student must be made to feel that he is welcome, and that he will be among friends. The teacher must be a friend and must consider himself a member of the learning group. There must be free communication between teacher and student, student and teacher, and student and student. All need to feel that they are contributing to the learning of the group. Everyone's ideas, if sincerely expressed, are important, and should be permitted to be aired even if they are wrong or at variance with the norms of the group.

In addition to the interpersonal relations the matter of shared planning of the learning goals is of great significance for the adult basic education student. He needs to participate in this process and thereby come to feel that the goals are his goals. While they might also be the teacher's goals, the adult basic education student needs to assimilate them. If they have little meaning for him, there will be scant possibility of achievement by the student. Planning through group discussion and personal conversation between individual students are the best ways of accomplishing shared planning. This process is especially important early in the sequence of class meetings to help in establishing a desirable classroom climate and to give everyone a feeling that he is a contributing member of the group. When this state is achieved, the program will grow with and out of the group, and genuine learning by doing will take place.

Classroom Procedures

The methods used in adult basic education classes are not very different from those used by an effective high school teacher. The following pointers should prove helpful to the teacher in an adult basic education program:

1. Early in the sequence of classes, the lecture may be

used for its efficiency in getting information to the students so that planning for future class activities may begin. After this has been accomplished, the lecture should be used sparingly, since adult basic education students need the chance to participate actively in the learning process.

2. The class discussion is the most effective way to give under-educated adults the chance to cultivate the verbal skills that are so deficient in many of them. A variant of the total class discussion is the panel discussion in which the most verbally capable students present a topic, and then the class breaks into "buzz groups." Another possibility is the group interview, where one student interviews others to obtain their views on a topic. If these interviews are recorded and played back later, this technique has great possibility. Most students like to hear themselves through a tape recorder, since this is a new experience for them.

   More formal variants of the discussion method are the lecture forum, symposium, and debate. All of these should be followed by a question and answer period in which the students actively participate. These types of presentations usually require outside speakers, and students need a great deal of advance preparation for these programs to be effective. However, when well planned, these presentations can furnish helpful variety for the students. These methods, because of their sophistication, should probably be used only with students who have been with the program a considerable period of time and have developed the necessary vocabulary and degree of concentration to follow the more involved discussions inherent in programs of this type.

3. The class project involving an exhibit as an end product can be very helpful in drawing out many talents of individual students. Creativity of all sorts should be encouraged to the utmost. Inviting members of the students' families, their friends and others can do much to boost morale and increase self-esteem, which is such a great need for many of these students. Many under-educated adults have never before had a chance to shine in any school activity or anywhere else.

4. Role playing is also a most effective method for obtaining participation and encouraging growth of self-esteem. From role playing it is a natural step to the presentation of a simple class play, which will give every member of the class a chance to do something to further the project. Inviting other adult basic education classes to an assembly presentation can be a real unifying influence for the whole school program.

5. Some subject areas such as spelling and arithmetic require drill and practice to achieve mastery, but drill should never be employed except where there is obvious need. As with children, the amount of practice adults require is inversely proportional to individual ability.

6. Individual instruction is necessary for some adults and is desirable for everyone at some time, but sheer numbers of adults to be served precludes this in most cases. Student tutors, who may be either the more capable and advanced adult basic education students or volunteer tutors (where they are available), can go far toward meeting the needs of those adult basic education students who need much individual instruction.

Resources

During the past few years textbook publishers, audio-visual materials producers, and the radio and television people have all been busy preparing instructional materials for adults. More progress has been made, particularly in textbooks, in producing meaningful material to help disadvantaged adults learn to read. In order for learning to be effective with under-educated adults, materials must contain examples which are associated with daily life in an urban environment. Previous reference was made to the tape recorder, which can be one of the most important tools for the teacher of adult basic education classes. A variation of this device is the Language-Master, which is very useful with students who need individual help in enunciation and pronunciation.

The use of the chalkboard--the basic visual device--and maps, globes, and charts (both commercial and teacher produced) are as indispensable to use with adult basic education classes as they are with children's classes. Motion picture films, film-strips and slides should be part of the program in every adult basic education class. They are the next best thing to reality and, hence, add greatly to the informational background of disadvantaged adults. They also form a helpful variation from other classroom procedures.

Today there is a vast amount of printed materials in the form of pamphlets or booklets which can be obtained free or at little expense from government, social agencies, public and private schools, and commercial and business organizations. A great deal of this material can be used in adult basic education classes to build up general background to alleviate the mental poverty which is so prevalent in this group of adults.

Dropouts

Even with the best of methods, instructional facilities and staff, some students are going to drop out of adult basic education classes, just as they drop out at all levels of the educational ladder. The signs of their approaching disappearance are also very similar at all levels. Irregular attendance is a first one. Erratic attention or evident boredom and inattention when in attendance are others.

Why do students drop out? What, if anything can be done to prevent or alleviate this problem?

Students drop out for reasons both external and internal to classroom activities. The external reasons such as inadequate transportation facilities, poor health, a long harsh winter, or overwhelming family problems are conditions over which the teacher in adult basic education has no control. Students at other levels drop out for the same or similar reasons, and teachers of adult basic education classes should not feel too depressed about losing students for these reasons.

Internal reasons, however, such as boredom and inattention, should be the concern of the teacher of adult basic education classes. These conditions probably are a sign that the needs of some students are not being met or that students had no share in the planning. Also, they may be a sign that the teacher is too autocratic.

Corrective measures such as taking periodic surveys of the class members' needs, having personal interviews with them, and providing individual help where needed can alleviate some of these problems. Changing classroom techniques is sometimes of value providing counseling with a guidance counselor can also improve students' views in regard to classroom procedures and dissuade them from dropping out.

The following tips for successful teaching of adults are adapted from those presented in the National Association for Public School Adult Education publication, When You Teach Adults. While these were not specifically meant for teachers in adult basic education classes, they have a great deal of relevance for teachers in this area and should be helpful in lessening internal reasons for student dropout.

1. Talk clearly and slowly. Write large and distinctly. Make adjustments for those with seeing and hearing problems.
2. Vary practice drills where skill courses require them. Adults dislike "busy work"
3. Have a well-organized teaching plan.
4. Use short rather than long units. This gives students a feeling of progress and attainment.
5. Help class members to understand that as far as possible each proceeds at his own rate.
6. Never hurry those who are learning complicated movements. Use step-by-step mastery approach.
7. Remember that physical slowdown necessitates shorter lesson assignments and more lesson time in skills involving muscle movements.
8. Use every opportunity to praise good work and minimize faults or mistakes.
9. Assign as little homework and as few deadlines as possible so that your adult students find learning pleasurable.

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Mr. Lehmann is currently the first incumbent in the position of Director of Adult Education for the Chicago Public Schools. It is his job to evaluate all aspects of public school adult education below the college level and to make suggestions for necessary changes or additions.

RELATING TO THE ADULT LEARNER

By
William S. Griffith

In times of stress, when an urgent need dictates that action must be taken to alleviate a problem, men of determination forge ahead into the unknown, past the charted territory familiar to researchers, for seldom does our society provide the financial resources and encouragement for researchers in a given area until men of action have become displeased with the level of effectiveness of their own efforts. Men of action are moving ahead on a grand scale in adult basic education programs today and a slow trickle of research funds is beginning to flow to universities and to other institutions with research capabilities to support their efforts to increase the tested body of knowledge on which effective practice must be based. Currently the pool of tested knowledge is shallow and practitioners who seek to quench their thirst in it find themselves unsatisfied.

Such is the state of the adult basic education area. Administrators and teachers are practicing skills often before they have had an opportunity to acquire them. Yet, our society insists action is imperative and exhibits an impatience with the slow, deliberate process of research into adult basic education--research that will one day form the solid foundation for practice.

Men of action cannot wait to learn what researchers have yet to find out. Action programs call for the best use of existing information and the concern of this presentation is to discuss the limited research which is available and to provide some tentative guidelines for practice based upon the insightful reports of individuals who have forged ahead and whose experience constitutes much of the pool of collective knowledge.

The following areas constitute major concerns for those concerned with relating to the adult learner, particularly in adult basic education.

1. Recruitment of students.

    a. Unrealistic promises of success lead to early discouragement.
    b. Compulsory attendance generally turns out to be a "paper tiger."

2. Initial counseling.

    a. Allows student to get an impression of the motives of the institutional personnel.
    b. Enables counselor or teacher to establish a friendly, non-threatening relationship.
    c. Allows for appraisal of the level of the student's knowledge, skill, and attitude.

3. Obstacles to overcome.

    a. Authoritarian stereotype of education.
    b. Expressed desire of legislators and other public spokesmen to educate illiterates to enable them to get on jobs and off of welfare rolls.
    c. The illiterate is told to stop being like his family, friends, and neighbors and to start being like nice middle class teachers.
    d. Education has the potential of building walls between those who have it and those who do not.
    e. Naive stereotyping of the illiterate adults overlooks the differences among their orientations to learning, such as: Goal Oriented-Education as a means to reach an objective, Activity Oriented-Satisfaction not dependent upon course content,Learning Oriented-Education simply to acquire knowledge and skill.
    f. Home environment unlikely to be supportive of learning.

4. Lack of reading readiness.

    a. Helen Robinson, Professor of Education and internationally known authority on reading, studied educational needs of soldiers inducted in World War II. She reported 10.8% of those inducted required literacy training. She observed that reading readiness does not simply develop with maturity--a reading readiness program is needed for adults--to develop confidence and to create a desire to read; through exercises, to motivate language expression, to train visual memory and discrimination and auditory memory and discrimination.
    b. William S. Gray suggested that the first two class periods be devoted to developing reading readiness.
    c. Cook County Department of Public Aid adopted a "compulsory attendance" rule for adult illiterates on welfare to encourage their "reading readiness."

5. The critical first class.

    a. Establish and maintain democratic atmosphere to enhance the general level of the personal power of the learners in relation to powerful segments of the community. Such a situation enables the illiterate to seek education without struggling with a negative identity imposed from the outside.
    b. Involve students in setting objectives, designing curriculum, evaluating effectiveness of teaching-learning.
    c. Establish permissive, supportive group climate.
    d. Avoid initial testing unless the students ask for it.
    e. Become well acquainted with the situation, needs, and aspirations of all of the students.

6. Make the adult basic education program a model of democracy.

    a. Establish advisory committees to participate in identifying needs, developing policy, revising curriculum and guiding the program.
    b. Teach the illiterates the meaning of democracy through precepts and examples.

The basic education student is an adult and will be best prepared to advance toward his objectives and toward becoming a more effective citizen if his instructors and administrators relate to him as an adult.

Although the basic research is limited to undergird the development of adult basic education, experience is not lacking. Men and women have sought either to help one another or to hurt one another since the beginning of time. Even without research the compassionate teacher, dedicated to his job and willing to use his intelligence, will be able to work wonders as he seeks to help his students work toward their goals.

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UNDERSTANDING ADULT GROUP INTERACTION AND BEHAVIOR

By
Thad Xelowski

In order to be most effective, the teacher in an adult basic education program must understand the psychological needs and makeup of his students. Frequently he must modify his own behavior to better meet these needs.

The adult learning group is composed of individuals who are unique. Their uniqueness is the result of a basic personality as determined by genetic inheritance; basic experiences as determined by family, religion, and ethnic, sociological, and cultural background; and adopted mechanisms that represent contact with family, friends, peer groups, and the entire social environment. The basic personalities of the individuals in the group can be arranged on an aggressive-passive continuum, and their basic experiences can be arranged on an authoritarian-permissive continuum.

The members of an adult education group are all individuals with a kaleidoscopic philosophy of life that is made up of reality heavily overlaid with myth and belief. This combination of reality, myth and belief influences the life goals, value scale, perception of reality, awareness of self, and psychic needs of each individual in the group.

The self-concept in childhood is important to the way the adult sees himself and reacts to his environment in later life. If the childhood environment is seen as an ego threat the individual may be headed for trouble in his adult life. Parents and teachers who belittle the child and call attention to his inadequacies and failures, parental discord, authoritarian patriarchal family structure, the tendency to withhold love for inadequate behavior in the very young followed by attention to misbehavior in the older child--all these cause the individual to view his environment as an ego threat.

The expanding adequate self is the best learner, if by learning we mean discovering and not parroting. The learner developes best in an ego supportive environment, which is safe, warm, friendly, light, permissive and non-judgemental.

There are many different types of individuals who attend adult education classes. One type of person may see class night as an evening out. Another may see adult education classes as an upgrading process. He may attend out of a true desire to improve himself or out of fear of job loss, avoidance of a difficult family situation, personality defense or ego defense.

Another type of individual in the adult learning group is the one who comes to class with problems and is unconsciously seeking help. This individual tends to hang around after class, talking about nothing in particular. In reality, he is testing the teacher.

Other individuals use adult education classes as a mask for anxiety. They must do something--anything--to forget. Other individuals turn to adult classes out of a deep sense of emptiness. They are seeking new ideas, new friends and new direction.

In addition to understanding the background and needs of his students, the teacher must try to develop within himself certain personality traits that are necessary for good leadership. The teacher can give ego support to his students by cultivating a warm responsiveness, a genuine liking for adults, a sense of humor that is gentle and not hurtful, and a responsiveness to the changing needs of the group and the individuals in it.

The effective teacher must avoid an authoritarian attitude. This tends to hide individuality. It produces a silent, well-ordered class but does not provide the student with much opportunity for discovery. A mark of an effective teacher of an adult education class is that he:

1. Handles his subject with artistry.
2. Makes participants feel comfortable.
3. Is permissive rather than controlled.
4. Helps each person to contribute.
5. Is able to handle hostility directed at him without becoming defensive.

An important thing for the teacher to remember is that strangeness can lead to feelings of suspicion and hostility and destroy the teacher's effectiveness or cause him to assume a defensive posture. In order to avoid this, he should:

1. Begin with areas of certain agreement and postpone areas of questionable agreement or controversy until friendliness is established.
2. Seek out areas of common experience or concern.
3. Use anxiety and tension reducing techniques such as socializing, story swapping, or relating humorous personal experiences.
4. Reach back to happy experiences.
5. Reach back to common childhood experiences.
6. Keep the climate sunny and warm, safe and realistic.
7. Recognize that deep or serious considerations may be secretly ego threatening to some and offset this with techniques as in point 3 above.
8. Learn to sense the changing feeling tones of the group and the individuals. Recognize those at odds with the group, those who pair off, those who distract, those who silence self or others, those who support others, those who have a personal axe to grind, and those who call attention to self.

The teacher must learn how to handle monopolistic or dominating speakers. One approach would be, "We know how you feel, Bill, but I wonder how you feel about this, Paul?" He must avoid direct silencing techniques. These produce a silent hostility that effects the entire group. He must also be careful to encourage, rather than pressure, members of the group to participate.

The instructor must also be aware of his indirect functions. He should:

1. Try to restate or clarify the group's or an individual's discussion before proceeding to new material.

2. Enlarge the scope of meanings using truths from other disciplines such as folk lore, religion, etc.

3. Make peace. Restate each side with comments of their worth, then show the relations of both to each other or to past experiences, etc. He should show to the class the value of strongly stated divergent opinion.

4. Keep the discussion involving many. "Mr. Smith, you have been thinking in this area, what do you feel?" "Sally, I noticed the wheels going around while the rest of us were so busy talking. Do you want to add your ideas?"

In conclusion, let us remember that the learning experience for many of us has lead to a silencing of the real self and a feeling of inadequacy, since the real self disagreed so with the verbalizations in the classroom and in life. Many of us have learned too well to internalize the mouthings of our culture and have come to believe that we really think, when in reality, we parrot. This leads to violent conflict at the non-verbal level because secretly the real self feels different, and our anxiety mounts in trying to suppress these feelings. We have the mistaken notion that others do not feel this way, when in reality they do, but silence themselves for many of the same reasons. Real learning develops best in an atmosphere that is ego supportive, warm, permissive, relaxed and friendly. In this kind of an atmosphere, there is a real chance for a "Voyage of Discovery."

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THE ROLE OF EXPERIENCE IN CONCEPT BUILDING

By
George W. Donaldson

> "All Experience is an arch, to build upon."
> Henry Brooks Adam

Folklore and literature are filled with sage quotations about the roles of experience in life and learning. All of them strongly suggest what Tennyson wrote so beautifully:

> "Other's follies teach us not
>   Nor much their wisdom teaches;
> And most, of sterling worth, is what
>   Our own experience preaches."

For present purposes, let us deal with three major roles which experience plays in education.

One role of experience is that of providing the foundations of all learning. Symbols have meaning only when the learner's experiences endow them with meaning. The under-educated adult, like the child, needs to develop certain concepts about himself and learning. For instance:

1. What I do I know about.
2. What I know, I can talk about.
3. What I say can be written down.
4. What has been written down can be read.
5. I can read what I have said.
6. My speech can be represented with symbols.

A second role of experience is that of providing the building stones of education. Once a foundation for learning has been laid, ever-broader concepts may be built. And these concepts are best built with individual, first-hand experience. "What I do, I know about!" "What I see with my own eyes, I know about!" "What I hear, I know about!" "What I smell, I know about!" "What I taste, I know about!" "What I touch, I know about!"

To many under-educated adults in a large city, the very word city means such things as masses of people crowded in small spaces, pushing and shoving, misery, meanness, not enough room, not enough food, not enough clothing, stealing, fighting, and killing. The word policeman may bring up images of someone's head being cracked with a nightstick or of people running and hiding or refusing to answer questions. Direct experiences, provided through an adult education class, can help these people learn that city also means a place where some good things take place. The sanitation department, the water treatment plant, sewage disposal, fire department, libraries, parks--all have potential for direct experiences which would help build new and positive concepts about the city.

A third role of experience, and quite possibly the most important, is that of providing the teacher with the greatest single motivating force available: the fact that the learner's own experiences are valued enough to become the "life-stuff" of the educational process. A major psychological breakthrough has come within our time in the work of Rogers, Maslow, Combs, and others known as perceptual--or self-actualizing--psychology. This school of thought holds that, for practical purposes, man can become what he wants to become; that man's major limitations are imposed by his own concept of himself; and that the major job of the teacher is the task of building a positive, outgoing, confident self-concept in his pupils.

The teacher who does not reject the experiences which have made the student what he is and who opens up new vistas of experience for him is the teacher who most likely will build a good self-concept in that student.

The teacher should be aware that there are certain characteristics of the under-educated adult that make the experience approach to learning a "natural" for him. S. E. Hand[1] has pointed out these, among others:

> He is difficult to involve. He must be convinced that he can learn.
>
> He is likely to be culturally deprived, possibly due to discrimination of one sort or another.

He will likely have a different value system than persons from the middle class. He may even be hostile to social institutions such as the school.

Excessive failures have stifled his drive toward the typically American values of hard work, success, efficiency.

He uses and reacts to non-verbal forms of communication more than do other adults.

He places more value upon the immediate, less upon the long-range.

He is easily discouraged.

If the teacher of an adult education class is to use the experience approach to learning with his students, he must modify his traditional, authoritarian methods. If the experience approach is to be used successfully, the following must be kept in mind.

1. The teacher will arrange, organize, question, direct, interpret in such ways as to indicate that the learner's experiences are of value.
2. The teacher will foster "openness" to experience, encouraging the learners to experience. He will reject no relevant experience of the learner's, however simple or elementary it may be.

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[1] S. E. Hand, "Understanding the Under-educated Adult as a Learner," The Florida Adult Educator. Vol. XVI, No. 1 (January - April 1966), pp. 4-7.

3. The teacher will value sensory experiences. Verbal learnings from written and spoken words are only a part of the job. Students will use the senses of touch, and taste, and smell to sharpen their experiential background.

4. The classroom of the teacher who genuinely values the experiences and the experiencing of his students will be a different place. It may even be considered disorderly and messy--because people will be doing things.

5. The entire community will become the laboratory of the teacher who uses the experience approach. Museums, concerts, forest preserves, parks and industries become materials for teaching.

6. The teacher will recognize that his world and that of the learners are different, possibly quite different.

7. The teacher must view students as worthwhile individuals whose ideas, opinions and experiences are worth hearing and using. One learns to trust himself because others trust him. Cooperation and a feeling of belonging will be the dominant social theme in the classroom.

8. The teacher will provide for choices to be made.

9. The teacher must forsake the authoritarian role for that of the participator whose credentials are simply that he has had a different set of experiences than the learners have had.

10. The materials of instruction will be specifically tailored to the experiences of the adult learner. It may even be that teacher and students will write some of them.

Formal education, since its very beginning, has suffered a serious dichotomy:

Theory -Practice

Book-learning - Experience

We must erase this essentially false dichotomy by a sensible fusion of theory and practice, of book-learning and experience.

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SELECTION AND USE OF INSTRUCTIONAL MATERIALS FOR ADULT BASIC EDUCATION

By

Betty T Clarke

The national effort to raise the level of literacy and to strengthen the economic and social competence of the undereducated adult has created the demand for a variety of instructional materials and equipment for adult basic education classes. After the 1964 Conference on Developing Programs and Instructional Materials for Adult Basic Education and Job Skill Training, textbook companies began to publish materials which meet the requirements set forth by adult educators at the conference and by teachers and administrators throughout the nation, who reported that texts and work materials written expressly for children were unsatisfactory for use with adults.

In a recent evaluation of the educational materials used in adult basic education programs, two vital questions were proposed as guidelines in the selection of appropriate materials for the illiterate and functionally illiterate adult:

> "What is the ultimate intent of the literacy program, and what are its goals?"
>
> "How do the materials and programs move the individual participants toward these overall objectives?"

The theme of this report stressed that adult illiteracy is a problem of education and acculturation, rather than one of teaching specific literacy skills such as reading, writing, and arithmetic. Materials were evaluated for this report in terms of all the characteristics of the adult groups, and not merely on the basis of their level of reading and writing skills. It is suggested that reading skill is a tool which does not in itself provide an understanding of the social system and the institutions of the society with which an adult must deal. Those persons concerned with the education of the underprivileged adult, therefore, are advised to design programs and materials on the basis of four criteria:

1. The needs of the student
2. The effect of the program upon the student as an individual.
3. The position of the student in the social system.
4. The extent to which the program improves the ability of the student to deal with the problems of a complex, urban environment.[1]

Preliminary Stage of Evaluation

In the process of selecting materials for instruction from the point of view of skill development, the first step is to examine the objectives of the educational program. If the students are grouped into classes according to achievement level, the second step then is to examine carefully the specific objectives for each instructional level. The broad social objectives, the range of reading achievement within the groups, and other language arts skills and arithmetic skills to be completed at each level are basic considerations in the evaluation and selection of materials appropriate for the illiterate and functionally illiterate adult.

Suggested Guidelines for the Evaluation and Selection of Materials

Listed below are several suggested guidelines for the evaluation and selection of text and work materials for adult basic education:

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[1] Greenleigh Associates, Incorporated, Education Rehabilitations: An Evaluation of the Adult Basic Education Program of the State of Illinois, New York: Greenleigh Associates, p. i.

I. Format of the Materials

A. Appearance

1. Are the composition and layout of the material attractive, mature, and high in reading appeal?

2. Does the book resemble other adult reading materials? Is its size comparable to other books for adults?

3. Is the size of type appropriate for the instructional level for which the material is intended?

4. Is the quality of paper acceptable?

B. Illustrations and graphics

1. Do the pictures and illustrations reflect adult situations? Are they expressive of the situation they represent?

2. Are the pictures integrated? Do they depict socio-economic groups other than middle class groups?

3. Are the illustrations and pictures in good taste?

4. Do the graphics reflect more or less emphasis on a rural or urban setting depending on the locale of the group for which the materials are being selected?

5. Has the reading level been omitted on the cover and in the text?

C. Style

1. Is the style of writing realistic? Does it depict the practical issues and problems of everyday adult life?

2. Are the characters drawn to provide models with which the student might identify and imitate?

II. Publication Data

A. General Information

1. What is the date of publication?
2. Who is the author? What experience has he had in adult basic education?
3. Is this book a revised edition?
4. Who is the publisher? For what subject area is the publisher noted?

B. Additional Material for the test or workbook

1. Is there a teacher's manual? Does the manual contain sound teaching methods and techniques which are adult oriented? Does the manual have general application, or is it useful only for a given text or series?
2. Does the material provide for the development of skill in such areas of language arts as improvement of handwriting, letter writing, grammar, composition, good usage?
3. Do the materials written for mastery of basic mathematics skills include problems in consumer buying, budgeting and utilization of advertisements in practical problem-solving exercises, and everyday adult experiences which require a basic understanding of fractions and decimals?
4. Does the book or workbook contain a variety of meaningful practice exercises?

III. Development of social and personal competence

1. Does the material contribute to the goal of educating and re-socializing the adult group?
2. Does the content include activities designed to enable students to use community resources effectively?

3. Does the material present skills in dealing with the social system and its institutions?

4. Does the content contribute to the development of a self-image and the enhancement of self-esteem?

Additional Materials and Equipment

Recommended as supplementary materials for those adults who possess skill in reading above the third grade reading level are the following:

Newspapers and magazines
Free and inexpensive pamphlets and circulars in a variety of content areas, including science and health, nutrition, parent education, consumer buying, guidance, and public service information prepared by local, state, and national governmental agencies
Class and school newspapers
Literature, including novels, short stories, poetry, short plays, biographies and family reading material
Clippings from newspapers and magazines containing helpful household hints, recipes and instructions
Dictionaries, atlases and other reference books

Audio visual aids and other instructional media should be utilized in the educational program as a means of furthering knowledge and understanding, extending opportunities, increasing participation in group discussion and improving self-expression. In this category of materials are the following:

tape recorders
language masters
films, filmstrips and projectors
radios and television sets
maps, charts and globes
transparencies
opaque projectors
flat pictures
recordings
tachist-o-films
manipulatives
multi-level reading laboratories

Adult basic education can be successful in achieving its objectives only to the extent that the participants in the program become informed, literate and responsible individuals. Textbooks and work materials cannot be expected to do the job of the classroom teacher, whose major task is that of understanding the learner and helping him to meet his particular needs for growth and development. It is implicit, therefore, that these materials are but supplementary to the basic instruction and group activities which stimulate learning and participation. It is, therefore, the teacher's responsibility to select those instructional materials which are to be used most effectively in realizing the needs and objectives of literacy training at a given level.

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EVALUATION OF ADULT LEARNERS

By
Francis R. Brown

It is assumed that the reader has some background in purposes and techniques of evaluation. This background may have been developed by specific study and personal use of evaluation. All persons who have attended school have had experiences with tests. Some of the experiences have been good and will be useful in developing an evaluation program. Other experiences may have been bad and these will be useful in helping avoid pitfalls. The teacher's own feelings about taking tests should be considered as he prepares evaluations for other adults. It is the purpose of this paper to help an instructor develop the materials and plans to meet his own situation.

Is Evaluation Needed?

When learning takes place, there are changes within the learner. Both the teacher and the learner need to be aware of the kinds of changes that have occurred. Thus there should be planned evaluation--formal, informal or both. The procedures and uses of this should be clear to all concerned. Evaluation is important as a factor of motivation. However, this motivation should be through knowledge of progress, not through fear.

Purposes of Evaluations

The chief purposes for evaluation of adults are to (1) help in proper placement of learner, (2) aid the teacher to know the progress being made, (3) give the learner a basis for understanding his progress, and (4) aid the teacher and the learner in planning for future study experiences.

Often if is thought that the purpose of testing is to give a grade and to rank individuals in a class. This is not a prime purpose in adult basic education. The individual's progress in his own study is the key objective. If certification is one of the objectives, then the evaluation should be used to give a comparative score with accepted standards.

Program of Evaluation

The teacher should understand the objectives of the study of the student. Before the work begins, plans should be made for evaluating the results at key steps along the way. The student should have opportunity for evaluation of his progress on each job or assignment. Much of this can be done informally through questions, illustrations and demonstrations. The student will need help in learning how to evaluate his own progress. This may be one of the teacher's most important challenges. Much of the. checking will be by performance. This is less formal than written tests and it measures more accurately the truly significant progress being made. The teacher and student should discuss the evidence of progress and base further study and practice on these results.

Techniques to Use

Much of the evaluation will be done informally. A check list of items to use is useful. The student, as an adult, needs to know the results and how they are used in reaching the goal. The objectives of the study should be discussed with the student and, hopefully, accepted by him. As he sees the goals he will accept the necessity of testing techniques. This procedure will aid in developing skill in self-evaluation.

Simple paper and pencil tests should be used along with oral tests and demonstrations. Some of these tests will be taken in class. The instructor should use care so as to avoid fear, frustration and resentment. Instructions should be straightforward and simple. Items and problems should be fundamental.

The teacher should stress the use of the tests for individual learning and not for grading purposes. At first, the tests may be given during the early part of the daily session so they can be discussed in class later, thus relieving the tensions that may have been built up.

Some take-home evaluations will be useful if the student is prepared to do them. This takes away some pressure of time and performance in front of others. However, some have home conditions that might prohibit this assignment. A teacher again must know the situation before final commitment to an evaluation technique.

Materials to Use

The teacher in an adult education program should develop his own materials. He should not expect to find materials ready made. The exception is standardized tests for I. Q. and perhaps for the skill subjects such as reading and mathematics. Students often have helpful suggestions on types and forms of evaluations. This source for creative and cooperative development is used too seldom.

Evaluating for skill development is of prime importance, but there is also a need for evaluation of application. This type of evaluation demands careful planning by the teacher.

Use of Test Results

The results are of primary importance to two persons. The learner should look forward to them as a guide to progress and continuation of his efforts. The teacher should use them to evaluate the program as given and to make modifications for the next work.

Sometimes a third person needs the results. This is the employer of the student. An understanding employer is most helpful and should receive full cooperation. The report may be in the form of a letter giving specific information on progress and present level of capability.

The emphasis in an adult education program is not on grades as such nor on comparison with others. This is a much different philosophy from that found in the regular school situation. If the program is developed properly, the adult learner will welcome the evaluation. In a sense, this gives the security and guidance of a system of programed learning.

As the teacher plans and uses each and every method of evaluation in his program, he should imagine himself in the learner's place and ask himself, "How would I react to his technique and this material?" He must be fair and realistic in evaluating his students.

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SOCIAL STUDIES AND CITIZENSHIP

By
James Malles

Today's rapid and diversified reforms in the American social, economic and industrial structure indicate a great need not only for self-expression and development of the citizen, but also for his understanding, tolerance and acceptance of responsibility. The individual who finds himself in some phase of adult education--be it the New American, the migrant, the culturally disadvantaged or deprived, the illiterate and the functionally illiterate and the returning dropout--must learn about himself, his community, his country and his world, if he is to be, according to historian Carl Becker, "made aware of his own climate of opinion."

An adult social studies curriculum, therefore, must provide enriching learning experiences to meet the increasing and challenging needs of all its students. The diversity of students to be served provides a real challenge for the teacher. The problem facing the social studies teacher is not necessarily one of finding new techniques to replace or supplement the old; it is rather one of finding ways to motivate the student by relating classroom learning to the problems and experiences of his life. There are a number of ways this can be done.

It is important for the adult learner to feel a part of the group. An effective technique for promoting a sense of belonging in a class of New Americans is a bulletin board with "Hello" or "Welcome" in every represented language of the class. Teachers may learn and use encouraging words of different languages, for certain students respond to Di-jo-bu, sehr gut or excellente. "Slang Stumper Sessions" nightly for five or ten minutes allow the students to understand current social language in action. A "Cultural Chatter" period every week may allow an individual student to tell of the heritage, geography, political structure or problems of his native land. The New American could serve as a valuable resource person for day school classes studying his former country and culture. New Americans could likewise be encouraged to join and participate in local P.T.A. and community groups serving education, conservation or brotherhood.

Another way to create a feeling of belonging is to make a class scrapbook. Using a discarded wallpaper catalog, the students can collect pictures, newspaper clippings and original articles dealing with such themes as "Civil Rights and Progress in_____"; "Conservation in_____"; "Urban Developments"; or "The Poverty War." One page can be given to a student's comprehensive coverage of a single event as it was recorded in a news article and reacted to both in staff and reader editorials. Another student may analyze the news coverage given by radio or T.V. and accompany his analysis with his own appraisal.

The techniques that can be used to teach social studies to the adult basic learner are many. It is up to the resourceful teacher to find or devise methods to make his lessons have meaning and fulfill the needs of his students. Material must be real to the student.

One of the ways classroom material can be made meaningful to the under-educated adult learner is by planning units in such a way that the concepts to be developed start with the individual and move in gradual steps from him to the family to the community, to the state, to the country and finally, to the world. For example, a unit on good citizenship could start with personality development and move to problems of urban living, city government, state government, early American history, and, finally, federal government.

In planning a unit the teacher must consider the level and size of the group. After gaining rapport with the students, determine through discussion and conversation what the students know and what they need to know. Goals should be outlined. The teacher and the students should work together planning individual and group activities. Reading material, books, magazines, newsletters, pamphlets, manipulatives, charts, maps, audio-visual equipment and community resource people must be considered in relation to the needs of the student and the objectives of the unit.

For greater student gains and involvement, activities must evolve from a functional social need of the student. Units should be short, deal with the students' problems and provide for much individual and small group work. To develop a feeling of success, initial units might be of an oral nature, for in discussion students reveal problems and possible starting points with such questions as: "I don't know how to get a job!"; "I don't know how to get there!"; or "Can a cop open my trunk?"

There are many other techniques that can be used successfully with the adult social studies student. "Formitis" is becoming recognized as one of the many contributing factors motivating adult enrollment. People must be able to fill out forms for alien registration, jobs, work insurance, postal money orders, mail ordering, license applications, medicare, establishing credit, voting, etc. Initial reading and writing lessons may be planned from this functional need of the student.

List development and outlining in the selected unit are effective group discussion techniques. Lists could include such topics as "Responsibilities of a Father---Citizen---Neighbor, etc." or "Recreational Places in the Neighborhood." Making lists that contrast or compare can be worthwhile follow up activities, (i.e., "Apartments, Furnished or Unfurnished, Which to Choose?" or "Moonlighting Reflections, Good and Bad").

With increased social confidence, students may be led to group participation in panel discussions, forums and individual public speaking. Role-playing activities encourage an understanding of the thinking and feeling of others. Such practice may be useful with all units and their innumerable social situations:

"The Employer and the Late Employee"
"The Union Organizer and the Employee"
"The Husband and the Wife and the T.V."
"The Door to Door Salesperson and the Busy Mother"
"The Judge and the Motorist with a Ticket"

Creative social compositions such as "Propaganda as I Knew It" or "My Experience with a Policeman" may be tape recorded for evaluation and added interest. International Food Tasting Parties for the class group or Progress Parties with other classes provide the social setting for learning and motivation. Activities such as these, along with grade-level of school-wide clubs for human relations and enrichment, and a student community newspaper or news letter are invaluable to augment the social studies learning experiences.

In conclusion, any successful program for teaching social studies to the adult learner must be related to the needs and daily life of the student. It is up to the instructor to find ways to make the subject matter meaningful to his students.

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Mr. Malles is a teacher in the public school system of Chicago. He has had over twelve years of experience in adult education. At present he is on special leave, editing and producing an in-service filmstrip and an accompanying brochure.

PRACTICAL MATHEMATICS

By

Carl A. Van Kast

Our purpose is to learn something about the teaching of mathematics to the adult basic education student. Before we can teach a subject, we must know why we want our students to learn it. Some of our long-range goals in teaching arithmetic to adults are:

1. To help the student attain an achievement level required to graduate from the basic program and continue into a high school program.
2. To develop logical, organized scientific thought processes in the student.
3. To help the student in his quest for better employment.
4. To help the student to be a better employee.
5. To develop the student's ability to assist his children in school work.
6. To help the student become a better money manager.

The skills and operations that are relevant, practical and meaningful in the life experiences of the consumer are the basis of consumer math. These skills are taught within the framework of a consumer problem or experience. How will this approach measure up in achieving our goals in math? The student can certainly attain an achievement level required to graduate. He may even do better because the ability to reason and think logically is constantly being used to analyze experience problems. The adult will be in a better position to get and hold a good job because he will have learned all of the basic math skills. He will be a better parent, citizen and money manager.

If all of this is true, then why isn't the consumer approach to teaching math more widespread? One reason is that it takes a lot of planning and resourcefulness to develop the techniques of teaching it. Some adult centers feel that it should be emphasized in the lowest classes only. They feel that it is necessary to teach only for a test in the upper grades and that there is no time for anything but drill work. Several other centers of adult education are of the opinion that consumer math should be taught at the upper level classes because the lower level classes cannot read the material that is necessary. It is obvious that both of these techniques have faulty reasoning.

How do we implement the consumer education approach to math in the classroom? Here is where the teacher's ingenuity, creativity and ambition are needed. There are only a few textbooks or workbooks available, and even these should not be used as a basic text. Beyond the few published materials, most consumer problems and situations will come from newspapers, magazines, shopping catalogs, etc. Other useful items are sales contracts, installment contracts and budget charts. One more source for situations involving the consumer is the student himself. Too often he can recall many circumstances in which he wished that he had had greater ability in math.

Math must be taught step by step so that the student's understanding of each new concept is aided and reinforced by the concepts he has already learned. Where the student is deficient, the teacher must stop and teach. Where he is proficient, the teacher should review and move on to the next step. Since arithmetic is a step by step process, it is probably best to group the students according to ability levels.

The following are suggested guidelines for conducting a class session in consumer math:

1. The teacher should determine by some diagnostic technique what skills he wants the students to acquire over a series of class sessions.

2. If the materials are to be read by the students, the instructor must be sure to consider their reading ability. However, even if their reading ability is extremely limited, this does not mean that the newspaper and similar materials should not be used.

3. At the beginning of each class the teacher should state the purpose of the material the students will cover and should give them a clear idea of why they should learn it. This can be done in two ways. One way is to pose several consumer problems that require the same skill for their solution and then have the students try to discover what operation is needed. Another way is to state the skill to be learned and then introduce several consumer problems that require this skill for their solution.

4. The teacher should involve the students as much as possible in the discussion of the consumer situation so that they see a relationship between the skill to be learned and the solution to the problem.

5. The teacher should demonstrate and discuss how the operation is performed. Practice on similar problems should be provided immediately.

6. The necessary drill work can be done in class immediately after the new skill has been explained or it can be done during the following session after a brief review. It can also be assigned as homework.

7. When the lessons on a particular skill have been completed, the instructor should summarize the method and emphasize its usefulness in the life of the student.

8. Evaluation of the student is not always necessary unless it is needed in order to demonstrate the progress he is making.

The greater his skill with numbers, the greater will be the individual's ability to succeed in life. By mastering each process and being able to apply it, the student will gain an increasing satisfaction and security in facing his life's experiences.

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BASIC READING INSTRUCTION FOR THE ADULT LEARNER

By
Richard W. Burnett
Carol K. Winkley

Introduction

At no time in the history of education has more emphasis been placed on reading than today. This is true from the pre-school level through adulthood. If we were to evaluate the effectiveness of the reading instruction provided in our schools by the reading skills and habits of adults, the picture would be quite grim. According to the U.S. Census count in 1960, eight percent of adults 25 years of age or older had either no education or less than five years of schooling. The median length of time spent in school by adults 25 or older in 1960 was estimated to be 10.8 years. This means, then, that half of the population had been in school less than 10.8 years.

The average measured reading ability of American adults is not high. Gray and Rogers [1] have suggested that the reading ability of adults probably corresponds closely, on the average, with the

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[1] William S. Gray and Bernice Rogers, Maturity in Reading: Its Nature and Appraisal, Chicago: University of Chicago Press, 1956.

last school grade attended. This ability would be comparable to that of a typical high school sophomore. Approximately half of these adults would be reading at levels lower than average; a few would be nonreaders and others would be functionally illiterate (whether one defines functional illiteracy as reading below fourth, fifth, or seventh grade level). This means that a large segment of our population can profit little from printed material. Many of these poor readers could improve markedly under proper instruction.

Although more people are reading and more reading matter is being printed today than ever before, it is discouraging to think that only about seventeen to twenty-five percent of the adult population can be expected to have read a book in the past month. Therefore it can be concluded that even those adults who can read are not making adequate use of this important skill.

The purposes of our paper will be: (1) to develop a definition of reading and then look at its implications in relation to the teaching of adults; (2) to suggest methods of evaluation which the educator of adults can use to determine the adult's level of reading proficiency and to identify his areas of strength and weakness; (3) to present a list of the reading skills in sequence; and (4) to suggest appropriate materials to be read by adults with limited reading ability.

Reading Defined

If we are to teach reading effectively, plan goals for instruction, and evaluate the reading behavior of our students, we must know what reading is for both the teaching process and even the skills we stress in instruction will be dependent on our definition of it.

It is hard to define reading in simple terms because it is such a complex process and has so many stages of development. In analyzing the reading of adults, Smith and Smith[2] have described four reading stages: (1) the introductory stage at which adults are learning to read for the first time. At this level, comparable to that of children in the primary grades, the mechanics of word recognition are stressed. (2) the elementary stage, where adults have mastered most of the techniques of word identification (comparable to intermediate-grade level performance). (3) the transitional stage to the reading ability of a mature adult (a grade 7-9 level of reading); (4) the developmental stage when the adult is capable of reading with understanding most of what is required of a citizen in our society today.

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[2] Edwin P. Smith and Marie P. Smith, Teaching Reading to Adults, Washington, D. C.: The National Association of Public School Adult Educators, 1962.

A common definition for reading has been "getting meaning from the printed page." However, this definition is incomplete when one realizes that each reader brings his own past experiences to the printed page and interprets what he reads in the light of these experiences. An author's meaning is always filtered through the reader's experiential background. Reading is not a one-way form of communication.

Reading is actually an active process on the part of the reader, which we might more accurately define as "thinking stimulated by printed symbols." It is a mental process, like seeing and hearing, but much more difficult to describe. It is not a unitary skill but a combination of skills, all interwoven and interdependent.

The reading process, as analyzed by Gray,[3] encompasses five steps, each dependent on the preceding step, but all essential for the satisfactory fulfillment of the reading act. First, the reader must recognize the words. The words may already be a part of his sight vocabulary--words he knows by sight and doesn't need to figure out--or they may be unfamiliar words requiring the use of phonic and/or structural analysis, context clues, or even referral to the dictionary as a last resort. In the second step, the reader recalls the appropriate meaning for the words as used in a particular context. The third step, sometimes considered the final step, is comprehension or an understanding of the author's message. However, the person who is truly reading does not stop here but, as a fourth step, reacts in some way to what he has read. He may react by expressing a desire to kill the villain or marry the beautiful heiress in a story. He may say to himself, "That can't be true," or "That sounds reasonable," etc. The final step involves an integration of the concepts gained through reading with the reader's past experiences--both real and vicarious. As a result of this process of integration the reader may gain new insights or deeper understandings, he may acquire new interests, or he may develop improved patterns of behavior. True reading has not taken place until the reader is changed in some way as a result of his reading experiences.

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[3] William S. Gray, *On Their Own in Reading*, Chicago: Scott, Foresman and Co., 1960, pp. 10-13.

It is essential that the educator of adults keep uppermost in his mind the necessity of developing this thinking process called reading in the five steps outlined above as he attempts to identify and correct specific weaknesses. This ultimate goal must be borne in mind as various sidetracks are taken to concentrate on the development of particular skills.

The Adult Reading Program

An adult reading program, like any educational enterprise, must be dictated by the needs of its clientele. The reading needs of adults are likely to be even more diversified than those of children. Robinson[4] defines various levels of reading literacy as complete illiteracy, low-level literacy (grade levels 1-4), partial literacy (grade levels 5-6), variable literacy, and complete literacy. He discusses four types of reading improvement programs currently offered for adults: (1) literacy classes frequently sponsored by local boards of education, (2) mass attacks on illiteracy utilizing the medium of television, (3) reading improvement classes often designed to help the variable literate to improve certain aspects of his reading, and (4) speed reading courses usually offered by private agencies and occasionally by universities.

Regardless of the type of program offered, the teacher's attitude toward the adult learner is the most important factor to be considered. There must never be any criticism of the adult who is a poor reader or who lacks particular skills. Every attempt must be made to develop his self-confidence and an attitude of certainty that he can succeed in learning to read or in overcoming his weaknesses. Goals must be clearly defined for adult learners and they must be constantly informed of their progress toward those goals.

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[4] H. Alan Robinson, "Libraries: Active Agents in Adult Reading Improvement," Lanning and Many (Eds.), Basic Education for the Disadvantaged Adult, Boston: Houghton Mifflin Co., 1966., pp. 300-306.

In any type of adult reading program the teacher's first task is one of grouping students in accordance with their instructional levels or their needs in the skills areas in order to facilitate the teaching process. Then appropriate materials and techniques must be selected for working with each group.

Regardless of the instructional level of the readers in a group, a similar procedure for teaching them is recommended. As an introductory step, it is important that readiness for understanding a selection be developed. Relevant concepts should be discussed, unfamiliar words presented in context, and students guided in setting their own purposes for reading the material. Second, silent reading and a discussion of the content will precede any form of oral reading. Any reading done aloud should be purposeful and non-embarrassing to the student.

Smith and Smith[5] conclude that success in teaching adults to read is dependent upon the following conditions: "The adult himself must be aware of his reading deficiencies; he must have a genuine desire to learn to read or to improve his reading ability; he should understand the factors involved in reading efficiently; and he must be willing to devote the time and attention necessary to develop his reading skill."

If these conditions are present, and an optimum learning environment is provided, the adult student can be expected to make tremendous gains in reading achievement in a relatively short time. Witty,[6] in describing the army's special training program for "functionally illiterate" men inducted during World War II, revealed that many of these men acquired the basic academic skills in eight weeks' time. Although some men finished the program in less than eight weeks, a few non-English-speaking men were allotted thirteen weeks. This mass training program demonstrated that literacy skills can be acquired by adults in an astonishingly short period of time. Certainly their rate of progress can be expected to far exceed that of children with similar reading problems.

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[5] Smith and Smith, op. cit., p. 62.

[6] Paul A. Witty, "Guiding Principles in Reading Instruction," Lanning and Many, Basic Education for the Disadvantaged Adult, Boston: Houghton Mifflin & Co., 1966, pp. 258-265.

Burnett[7] attributes the adult's miraculous gains in reading proficiency to a latent recall and use of skills to which the student was exposed at an earlier time. These unused learnings quickly "fall into place" as knowledge of other related principles is required. Too, the adult learner has larger speaking and listening vocabularies and a much broader range of experiences than the child. Even an adult with subnormal mental ability can be expected to have a mental age of twelve which would be indicative of a potential learning capacity sufficient for the acquisition of literate reading skills.

Smith and Smith estimate that a normal adult can be expected to make one year's progress in reading achievement for each forty to sixty hours of systematic instruction. There will necessarily be differences in expectancies for individual learners since rate of learning is dependent upon each student's background, his interests and motivation, his intelligence, his attentiveness, etc.

Evaluation of Adult's Reading

Such gains can be expected, however, only when instruction is based on a careful and accurate diagnosis of each student's reading problems. Systematic evaluation is an indispensable part of any meaningful program of instruction in reading, whether the instruction is geared to teaching children or to teaching adults. The purposes of evaluation in reading instruction include the following:

1. Determining the functional reading ability of the adult at entry into the program;
2. Estimating where the adult should be placed in terms of instructional group and/or instructional materials to be used;
3. Analyzing reading skills that are being utilized by

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[7] Richard W. Burnett, "Basic Literacy Projects for Adults: A Reading Specialist's Comments," Lanning and Many (Eds.), Basic Education for the Disadvantaged Adult, Boston: Houghton Mifflin and Co., 1966, pp. 236-247.

the student as well as his skill deficiencies in order to give direction to instruction;

4. Judging the degree to which instruction is effective by measuring gains in specific skills as well as improvement in overall functional reading proficiency.

There are various types of evaluation used in accomplishing the above purposes. Among these are group standardized tests. About the only value of most standardized group reading tests when used with adults in the range of functional illiteracy is to provide a beginning test score against which to match gains demonstrated in later testing. Group standardized test results are usually reported in grade equivalent scores (i.e., vocabulary 3.7, comprehension 4.3, average reading 4.0). The grade equivalents are based on the reading achievement of groups of children in school and, consequently, are difficult to interpret when applied to adults. Grade equivalent scores are not translatable directly into the level of material which an adult can read. For example, his scoring a 4.0 grade equivalent as an average reading score does not mean an adult can read a fourth grade book. In fact, it is unlikely that he will be able to read typical fourth grade material with the degree of fluency and understanding which is desirable in material to be used as a basis for improving his reading proficiency. Some adult basic education programs follow a convention of automatically subtracting 1.0 year from an adult's average reading grade equivalent as an approximation of the level of instructional material which he should be using. Even following this convention, in many instances, may result in a gross over-estimate or, less frequently, an underestimate of the adult's functional reading ability.

Standardized oral reading tests are available which contain brief selections graded in difficulty which an individual student is asked to read. The purpose is to locate the proper instructional placement for the student. In addition, provisions are usually made for the examiner to record the various mistakes which the reader makes. Later an analysis of these errors can give direction to the teacher in helping to bring about improvement. Among such tests are the Gilmore Oral Reading Test (Harcourt, Brace and World, Chicago, Illinois), available in two forms and containing paragraphs with accompanying comprehension questions at levels 1 through 10, and the Gray Oral Reading Tests (Bobbs-Merrill Company, Indianapolis, Indiana), available in four forms with paragraphs from pre-primer to senior high school level. An advantage of these tests is that they are convenient to use and offer paragraphs which are clearly graduated in difficulty.

Teacher-made non-standardized tests called informal reading inventories are also useful in placing a student instructionally and in determining what his skill strengths and deficiencies are. One advantage of the informal test over the standardized oral reading test is that reading matter can be used that does not appear childish to the adult. For example, contrast the following selection from a standardized test for children with one available from an informal inventory prepared for use with adults (Florida State Department of Education, Tallahassee, Florida).

Standardized Test, Level 1:

> Look, Mother, look.
> See me go.
> I go up.
> I come down.
> Come here, Mother.
> Come and play with me.

Informal Inventory Level 1:

> I have a boy and a girl. The girl is little. She is like her mother. The boy is big. He is like his father. The girl likes to talk. Her mother likes to talk, too. They talk a lot! I like to talk, too.

Although the true test of whether the material is appropriate for the learner is made only when he begins reading the material, the standardized oral reading paragraphs and the informal reading inventory provide an approach that is economical in time and serves as a sound basis for preliminary placement of adults in a program.

It is useful to think in terms of three reading levels in assessing oral reading performance. First is the independent reading level, which is a level of difficulty where the reader reads with a high degree of fluency and complete understanding. The criteria applied for this level are no more than one error in the pronunciation of one hundred running words and a 90 percent recall of what was read. The second level, the instructional reading level, brings a greater challenge to the reader's abilities, and material at his proper instructional level should cause him to have no more than one word recognition error for each twenty running words and about 75 percent recall of what he has read. A third level of difficulty reached in material above the reader's functional reading level is called the frustration level and is reached when the reader makes about one mistake for each ten words and his recall of what he has read drops to about 50 percent or lower.

While locating the reader's instructional level, it is highly useful to record on another copy of the paragraphs the kinds of errors which he is making while reading orally the different levels of material. Errors may be recorded in the manner suggested below.

A SYSTEM FOR RECORDING ORAL READING ERRORS

Errors	Method of Recording
1. Aid (examiner pronounces word)	1. Underline the word: Ex: scholar
2. Mispronunciation	2. Cross out the word and write phonetic pronunciation above āt ing Ex: ~~attend~~
3. Substitution of one word or several for others	3. Cross out word(s) omitted and write word(s) substituted above home Ex: ~~house~~
4. Omission of a word or group of words	4. Circle out word(s) omitted Ex: all (professional) people
5. Insertion of a word or group of words	5. Place an insert mark (∧) and write the word(s) above the point at which they were added School Ex: the∧book
6. Repetition of one or more words	6. Underline with a wavy line Ex: far away
7. Prolonged hesitations within a sentence	7. Draw a vertical line between the words Ex: your | application

8. Punctuation marks ignored	8. Cross out the mark with an x. Ex: X
9. Mistakes corrected without prompting	9. Place a "C" after the error home C Ex: house

The reader's comprehension of what he has read is assessed either by asking him questions over what he has read or by simply asking him to report what he remembers.

The value of this kind of testing and recording to the teacher is that it enables him to see the extent to which the reader possesses a sight vocabulary, whether the reader uses context to aid him in recognizing strange words, what phonic skills he uses effectively, and whether his ability to understand the ideas that he reads is consistent with his ability to simply call words aloud. The checklist of reading skills found in the following section would serve to direct the teacher's analysis of the reader's problems.

One practice is to assess the adult at the beginning of a program using graded paragraphs and recording mistakes and, after a lapse of time, asking the student to read the same paragraphs again. By marking the first mistakes and last mistakes in contrasting colors on the same record sheet, the teacher can readily see what improvement has taken place over a period of time.

A group test is available that attempts to provide some of the advantages of an informal inventory type of appraisal in a group silent reading situation. That test is the *Adult Basic Reading Inventory* (Scholastic Testing Services, Bensenville, Illinois).

The reading teacher must be alert to the fact that testing makes sense in teaching reading only to the extent that test results influence changes in the teacher's behavior. With an effective teacher of reading, there is an inseparable relationship between (1) his knowledge of what reading is and how to teach it and (2) his use of evaluation in directing his teaching.

The Reading Skills

Many skills are integrated and interwoven in the complicated process of reading which we have defined as "thinking stimulated by printed symbols." These skills are identical, whether we are concerned with the reading instruction of adults or children. A person teaching adults to read must know what specific skills are incorporated in the total process of reading, the sequence in which these skills should be taught, and ways of training students to acquire them. All of the skills are interrelated when a person is reading, but they must be isolated in order to be taught effectively.

Assuming the presence of adequate readiness, the skills most essential for efficient reading may be divided into two broad categories: (1) those used to recognize and understand words; and (2) those used to recognize and understand ideas. In order to recognize and understand words, a reader must have acquired a large stock of sight words (words he recognizes instantaneously upon sight); he must be able to apply several word analysis techniques in an attempt to identify unfamiliar words; and he must have a broad and extensive knowledge of word meanings (often referred to as meaning vocabulary).

Various comprehension skills must be developed to enable the reader to recognize and understand ideas. In addition, he must acquire the necessary study skills for locating information, selecting and organizing material relevant to his problem, and interpreting illustrative material such as maps, graphs, etc.

Smith[8] and his associates, recognizing that comprehension develops along a continuum, have distinguished three steps: (1) receptive reading or obtaining the author's message; (2) critical reading or judging the author's message; and (3) creative reading in which the reader goes beyond the message.

Additional skills required of the proficient reader are the ability to communicate effectively through oral reading and the ability to adjust one's rate of reading to the purpose for which he is reading, his interest in and familiarity with the content, and the type and difficulty of the material.

The various skills mentioned are presented now in diagrammatical form followed by a detailed breakdown of these skills in the form of a "Reading Skill Development Checklist." Definitions, detailed analyses of each skill, and examples are given which a teacher may use as a guide in his teaching, or as an informal device for evaluation students' achievement in each area.

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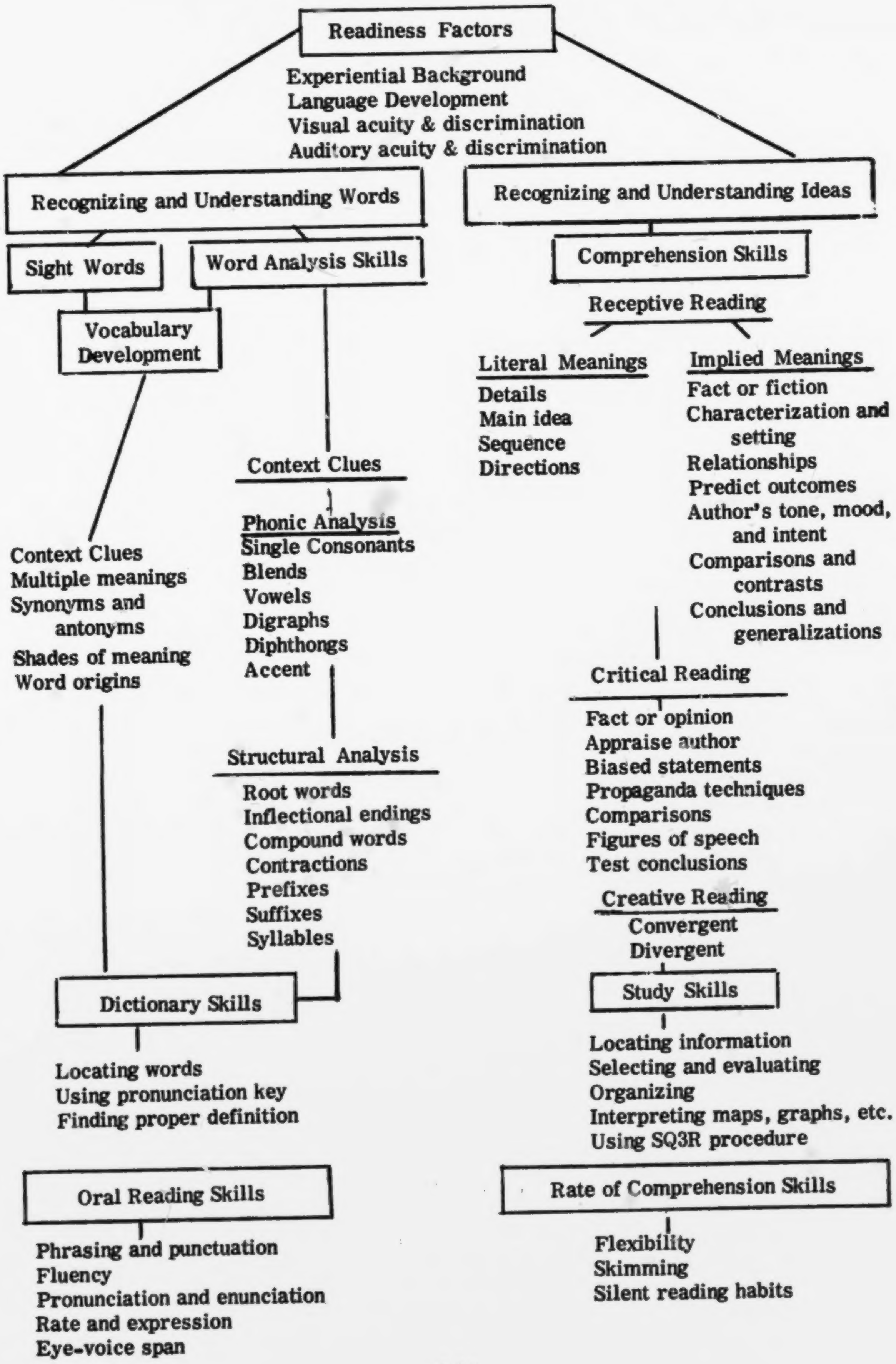
[8] Edwin H. Smith, et. al., Adult Education, Specific Techniques for Teaching Reading. (Bulletin 71H-3) Tallahassee, Florida: State Department of Education, 1965. pp. 20-27.

THE READING SKILLS


Readiness Factors
Experiential Background
Language Development
Visual acuity & discrimination
Auditory acuity & discrimination
Recognizing and Understanding Words
Sight Words
Word Analysis Skills
Vocabulary Development
Context Clues
Multiple meanings
Synonyms and antonyms
Shades of meaning
Word origins
Context Clues
Phonic Analysis
Single Consonants
Blends
Vowels
Digraphs
Diphthongs
Accent
Structural Analysis
Root words
Inflectional endings
Compound words
Contractions
Prefixes
Suffixes
Syllables
Dictionary Skills
Locating words
Using pronunciation key
Finding proper definition
Oral Reading Skills
Phrasing and punctuation
Fluency
Pronunciation and enunciation
Rate and expression
Eye-voice span
Recognizing and Understanding Ideas
Comprehension Skills
Receptive Reading
Literal Meanings
Details
Main idea
Sequence
Directions
Implied Meanings
Fact or fiction
Characterization and setting
Relationships
Predict outcomes
Author's tone, mood, and intent
Comparisons and contrasts
Conclusions and generalizations
Critical Reading
Fact or opinion
Appraise author
Biased statements
Propaganda techniques
Comparisons
Figures of speech
Test conclusions
Creative Reading
Convergent
Divergent
Study Skills
Locating information
Selecting and evaluating
Organizing
Interpreting maps, graphs, etc.
Using SQ3R procedure
Rate of Comprehension Skills
Flexibility
Skimming
Silent reading habits

A general indication of the sequence of teaching or emphasizing the skills is suggested by the order in which they appear on the following checklist.

This list of skills may be used as a checklist in the following ways:

(1) Following various means of formal and informal testing the teacher may write in the margins the names of the students who need to receive help with each particular skill.

(2) Parts of this list may be expanded into check sheets to be used in evaluating a small group's attainments. For example, in a group lacking knowledge of the vowel principles, the vowel principles are listed down the left side of the check sheet and the students' names across the top. When a student knows a principle and demonstrates ability to apply it in attacking an unknown word, an "x" is placed in the proper box.

(3) A teacher may use the list of skills as a guide sheet indicating the skills which have been emphasized in each instructional group. For example, if Group A is working on or has worked on the accent clues an A will appear in the margin of the teacher's checklist where the accent clues are listed.

READING SKILL DEVELOPMENT CHECKLIST

A. Readiness Factors
   1. Experiential background
   2. Language development -- listening vocabulary, functional speech, ability to follow directions
   3. Normal auditory acuity
   4. Normal visual acuity and binocular function
   5. Auditory discrimination of sound elements in words
   6. Visual discrimination of words and letters

B. Word Recognition
   1. Visual retention and memory of words (sight vocabulary)

2. Use of context clues to identify words and to check on the application of other word-attack skills

3. Phonic Analysis

   a. Associating sound elements and visual elements in words (when sound and symbol are both provided)

   b. Ability to provide letter(s) when the sound element is heard (a spelling skill)

   c. Ability to supply sound elements when a visual cue is provided for consonants (a reading skill)

      Beginning consonants (presented in logical order of learning difficulty):

      d, m, f, s (2 sounds--s and z), h, p, c (2 sounds--k and s), l, b, n, g (2 sounds--g and j), t, r, w, j, k, z, y, v, ph (f)

      Beginning consonant blends:

      bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sl, sp, sc, sk, sm, sn, sw, scr, spr, shr, str, qu (kw), squ

      Beginning consonant digraphs:

      th (thin), th (then), sh, ch, wh

      Ending consonants:
      b, c(k), d, f, g(j), k, l, m, n, p, r, s, t, w, x(ks), z, ck(k), gh(f)

      Ending consonant blends:

      ct, dge, ft, lk, lt, nd, nt, pt, rd, rt, st

      Ending consonant digraphs:

      ch, sh, th, ng, n(ng) k

   d. Understanding variant sounds of the consonants "c" and "g"

(1) When "c" or "g" is followed by "e," "i," or "y," it usually represents its soft sound ("s" and "j")

Ex: cent region

(2) When "c" or "g" is followed by "a," "o," "u" or another consonant, it often stands for its hard sound ("k" and "g").

Ex: cat gun

e. Substitution of consonants, consonant blends and consonant digraphs at the beginning or end of known words in order to sound unknown words

f. Ability to supply sound elements when a visual cue is provided for vowels (a reading skill)

Long vowels:

a age, e equal, i ice, o open, u use,
y cry (same as i)

Short vowels:

a hat, e let, i it, o hot, u cup

Vowel variants:

a care, a far, e term, o order, u put, u rule

schwa ( ): about, taken, pencil, lemon, circus

Vowel digraphs:

ai (plain), ay (play), au (laud), aw (awning), ea (steak, gear, heaven), ee (seek), ie (believe), ei (vein, receive), oo (cook), oo (moon), oa (roam), ew (shrewd), ow (tow), ow (soul).

Diphthongs:

oi (oil), oy (boy), ou (out), ow (how)

g. Clues to vowel sounds in one-syllable words. (Applicable also in the accented syllable of words with more than one syllable.)

(1) If there is only one vowel letter in a word and it is followed by one or more consonants, the vowel letter usually stands for a short vowel sound.

(2) If there is only one vowel letter in a word and it is followed by the letter r, the vowel letter usually stands for an r-controlled vowel sound.
Ex: term re tard

(3) If the only vowel letter in a word is a followed by l or w, the letter a usually stands for the vowel of "all" and "saw".
Ex: salt yawn ing

(4) If the only vowel letter in a word is at the end of the word, the vowel letter usually stands for a long vowel sound.
Ex: she hel lo

(5) If there are two vowel letters together in a word, they usually stand for the long vowel sound that the first vowel letter represents.
Ex: coast re peal

(6) If there are two vowel letters in a word, one of which is final e preceded by a consonant, the first vowel letter usually stands for a long vowel sound and the final e is silent. (Also in the final syllable of a multisyllabic word when accented)
Ex: dose con spire

(7) If the only vowel letter in a word is i followed by the letters gh, the letter i usually stands for the long i sound and the letters gh are silent.
Ex: fright de light

(8) If a single vowel letter is followed by two consonant letters and final e, the first vowel letter usually stands for a short vowel sound (unless the first of the two consonant letters is r) and the final e is silent.
Ex: fence re sponse

(9) If the only vowel letter in a word is a preceded by the letter w the a does not stand for the short a sound.
Ex: wash re ward

h. Ability to locate the accented syllable in an unknown multisyllabic word

(1) When there is no other clue in a two syllable word, the accent is usually on the first syllable.
Ex: ba sic pro gram

(2) In inflected or derived forms of words, the primary accent usually falls on or within the root word.
Ex: box es un tie

(3) If de-, re-, be-, ex-, in-, or a- is the first syllable in a word, it is usually unaccented.
Ex: de lay ex plore

(4) Two vowel letters together in the last syllable of a word may be a clue to an accented final syllable.
Ex: com plain con ceal

(5) In words of three or more syllables, one of the first two syllables is usually accented.
Ex: ac ci dent de ter mine

(6) When there are two like consonant letters within a word the syllable before the double consonants is usually accented.
Ex: be gin ner let ter

(7) The primary accent usually occurs on the syllable before the suffixes -ion, -ity, -ic, -ical, -ian, -ial, or -ious, and on the second syllable before the suffix -ate.
Ex: af fec ta tion dif fer en ti ate

4. Structural analysis

a. Ability to analyze words into structural elements

Root Word Ex: unsuccessful

Inflectional endings--s (plays), es (glasses), 's (John's), ed (walked), ing (sweeping), en (golden), er and est of comparison (stronger, strongest)

Compound words made up of two known root words
Ex: rail road

Contractions Ex: can't

Suffixes--er of agent (farmer), y (rainy), ly (quickly), ful (cheerful), ish (selfish), or (visitor), ment (punishment), ness (happiness), less (blameless), ous (famous), teen (fourteen), ty (ninety), th (twelfth), ward (backward), able (changeable), ship (friendship), ent (dependent).

Prefixes--un (untie), im (imprint), dis (dishonest), a (aside), fore (forearm), re (relive), in (invisible), sub (subheading), ex (export), bi (biweekly), pre (prepay).

b. Special spelling clues in inflected or derived forms:

(1) Final consonant doubled before an ending or suffix
Ex: forgot(t)en

(2) Final e of root word dropped before an ending or suffix
Ex: danc(~~e~~)ing realiz(~~e~~)ed

(3) Final y of the root word changed to i before an ending or suffix
Ex: fair(~~y~~)ies beaut(~~y~~)iful

(4) Final f of the root word changed to ve or v before an ending or suffix
Ex: cal(~~f~~)ves

c. Ability to syllabicate, blend sounds into syllables, and syllables into words

(1) If the last syllable of a word ends in le preceded by a consonant, that consonant usually begins the last syllable.
Ex: no ble purple

(2) If the first vowel letter in a word is followed by two consonants, the first syllable usually ends with the first syllable.
Ex: pen cil lis ten

(3) If the first vowel letter in a word is followed by one consonant, that consonant usually begins the second syllable.
Ex: gi raffe bea ver

(4) Compound words are usually divided between word parts.
Ex: rain coat un der rate

(5) Consonant digraphs and blends are treated as single consonants when dividing words into syllables.
Ex: a cross or chard

(6) Prefixes and suffixes usually form a separate syllable.
Ex: dis con tent act or

5. Dictionary Skills

a. Locating words

Recognizing alphabetical sequence

Using guide words

b. Using the pronunciation key

Diacritical marks

Accent marks (primary and secondary)

c. Finding the proper definition

Using context to select appropriate meaning

Adapting definition to context

C. Vocabulary Skills

1. Use of context clues--Synonym, Comparison or Contrast, Figures of Speech, Definition, Mood or Situation, Experience, Summary, Inference

2. Multiple meanings of words
   Ex: down--feathers of young bird
   toward a lower position

3. Synonyms and Antonyms
   Ex: error--mistake (synonym)
   cheap--expensive (antonym)

4. Shades of meaning of words
   Ex: watch--observe, look at, guard, protect

5. Word origins

D. Comprehension Skills

1. Receptive Reading (getting author's message)

   a. Literal

      1. Understanding relevant and important details or facts

      2. Understanding main idea or central thought

      3. Understanding sequence of time, place, ideas, events, or steps

      4. Ability to follow directions

   b. Implied or Inferred

      1. Distinguishing between fact and fiction

      2. Understanding characterization and setting

      3. Ability to sense relationships of time, place, cause and effect, events, and characters within one or more selections.

      4. Ability to predict outcomes

      5. Recognizing the author's tone, mood and intent

      6. Understanding and making comparisons and contrasts

      7. Drawing conclusions or making generalizations

2. Critical Reading (judging author's message against outside criteria)

    a. Distinguish between fact and opinion

    b. Appraise author's purpose, point of view and qualifications

    c. Recognize biased statements and statements not grounded in fact.

    d. Recognize slanted writing and identify the following propaganda techniques:

        (1) Name calling
        (2) Glittering generalities
        (3) Transfer
        (4) Testimonial
        (5) Plain folks
        (6) Card stacking
        (7) Band wagon

3. Creative Reading (going beyond the author's message)

    a. Convergent (incorporation of author's and reader's ideas to answer a problem.)

    b. Divergent (using author's ideas as a springboard to new ideas)

E. Work-Study Skills

1. Select and evaluate information for a specific purpose

2. Organize what is read by

    a. Note-taking
    b. Outlining
    c. Classifying
    d. Summarizing

3. Interpret maps, graphs, tables, diagrams, etc.

4. Locate information

    a. by using the parts of a book--table of contents, index, glossary, bibliography

        b. by using guide words and key words in reference sources
        c. by using the card catalog, Reader's Guide, etc.

    5. Use systematic procedure for study reading, such as SQ3R (Survey, Question, Read, Recite, Review)

F. Oral Reading Skills

    1. Observe phrasing and punctuation marks

    2. Read fluently with few or no omissions, insertions or repetitions

    3. Pronounce words correctly and enunciate clearly

    4. Interpret meaning and mood through rate and expression

    5. Develop suitable eye-voice span (distance by which the eye leads the voice in oral reading)

G. Rate of Comprehension Skills

    1. Flexibility controlled by

        a. purpose for reading
        b. interest in and familiarity with the content
        c. type and difficulty of the material

Instructional Materials

The classic way to teach reading to anyone, child or adult, is to place material in his hands that (1) is interesting to him, (2) is presented in a vocabulary that does not overtax his word recognition proficiency, and (3) contains concepts within his range of understanding. The teacher strives to improve the learner's word recognition skills, expand his vocabulary and develop his comprehension by relating instruction in these specific skills areas to the learner's reading to meet some need or accomplish some purpose. If such an approach to reading instruction makes good sense in teaching children who are "captive learners" in a public school setting, it makes even more sense in developing the reading proficiency of adults in programs which are "volunteer" programs. An adult, justifiably, will reject after a short time routine drills, meaningless workbook exercises, work with sterile auto-instructional kits and devices, and other teaching approaches that are based on activities without clearly discernible purposes or which fail to produce apparent results.

The naive search for "teacher-proof" instructional materials plagues adult basic education even more than public school education of children because of the relative newness of adult basic education. The rather sudden push for expanding adult literacy programs as a result of heavy federal spending has brought many people as administrators and teachers into adult basic reading programs who have much money to spend for materials but little or no experience in teaching reading and/or little or no experience in working with adult learners. At the present time, as in the past, the key to effective reading instruction continues to be knowledgeable teachers and not novel machines, programs or materials. Ironically, in the scurrying of publishers to produce materials based on "scientific principles of learning" or "modern linguistic findings," the ensuing "teacher-proof" materials call for a more sophisticated teacher in their effective use than the older methods and less flashy materials demand in their effective use. The evidence that any of the new programmed materials or machine-based approaches produce better results than more traditional programs is yet to be provided. Consequently, in the initial purchasing of materials for adult basic reading projects, there is considerable cause to remain somewhat conservative. A great variety of interesting reading materials at many levels of difficulty should receive top priority. The following very limited listing of materials reflects this conservative bias.

Ackowledgement is made of "An Annotated Bibliography of Instructional Literacy Materials for Adult Basic Education" produced at Florida State University for the Florida State Department of Education, Tallahassee, Florida.

Reader's Digest Adult Series. Reader's Digest, 1964-65, 32 pp. each. A series of twelve books extending from Level 1 to Level 4. This series was especially designed for adults and adolescents. The books have a high interest level and an appearance similar to the regular *Reader's Digest*. Legibility is excellent.

Reader's Digest Skill Builders. Reader's Digest, 1963, 64 pp. each. A series which provides several issues at Levels 1 through 8. Legibility is good and interest level is high.

Reader's Digest Readings: English as a Second Language. Reader's Digest Educational Division, 1964, 144 pp. A series of six books designed for teaching the foreign born to read the

English language. Of high interest to adults, these prove useful with both foreign and native born students.

Reader's Digest Science Reader. Reader's Digest, 1963, 128 pp. A series of four books designed for reading levels 3, 4, 5 and 6. Appearance, interest level and legibility are high. An excellent supplementary book for each of the levels for which it was designed.

New Rochester Occupational Reading Series. Science Research Associates, 1963, 169 pp. A series written at three different readability levels (3, 4 and 5). Each book contains the same stories and three different groups can be working on the same context although the readability differs. The accompanying workbooks can be used to build both vocabulary and comprehension skills.

Gates-Peardon Reading Exercises. 1963 edition, Elementary and Intermediate, Teachers College Press, Teachers College, Columbia University, 1963. Although not designed for adults, the booklets in this series are acceptable because the interest level is high. Areas are treated such as reading for main idea, reading for details and reading to follow directions. A good series for use in working with specific comprehension weaknesses.

SRA Reading Laboratories. Science Research Associates. These laboratory kits contain many articles organized at several readability levels with accompanying comprehension, word recognition and vocabulary building exercises. These can be useful in adult programs if used judiciously and not abused through overuse. Besides power builder exercises, there are listening exercises and rate improvement exercises that may be meaningfully used with some groups of adults.

SRA Reading for Understanding. Science Research Associates. A packaged program of individual lessons for improving comprehension. As with the SRA Laboratories, this program is organized so that several students can be reading at a wide range of levels at the same time.

Standard Test Lessons in Reading. Teachers College Press, Teachers College, Columbia University. This is a series of several booklets with paragraphs and accompanying comprehension questions at a wide range of readability.

Besides their use as 3-minute rate building exercises, the wide collection of interesting and brief reading selections can be used in a great many ways by an informed teacher in improving specific comprehension skills.

Test Lessons in Reading-Reasoning. Teachers College Press, Teachers College, Columbia University. In a format similar to the Standard Test Lessons in Reading, this text was devised to improve the critical reading and thinking ability of adolescents and adults. It consists of seventy-eight lessons which teach ways of uncovering fallacies in reasoning and gives practice in detecting such fallacies.

What Is It Series. Benefic Press. Presents simple, basic facts of science at about a fourth grade readability level. The two dozen plus books in this series are helpful when used as supplementary materials.

American Adventure Series, Harper and Row. A series of highly interesting books which can be used for both instructional purposes and independent reading. There is a variety of titles at various levels of readability. The teacher's manual may be helpful in both the testing and teaching aspects of reading.

The Deep Sea Adventure Series and The Morgan Bay Mystery Series. Harry Wagner Publishing Company. Colorful, high interest books at high second to high third levels of readability that have proved themselves indispensable in remedial programs with children and adolescents. Used properly, they provide excellent story material with some adults.

Adult Reader and My Country. Steck Company. These workbooks have become fixtures in adult basic education because at one time they were about all that was available. They try to be adult in appearance, context, and illustrations. They move much too rapidly in readability and must be supplemented with other materials.

Operation Alphabet Workbook. National Association of Public School Adult Educators. This workbook was designed to accompany the Operation Alphabet television course, but it may be used independently of the course. Designed specifically for adults, it is best used as only one of many materials.

"News for You." The Adult Newsletter. New Reader Press, Syracuse, New York. Regularly published newspapers written at two levels, about 3 and about 4-5. Include a teacher's guide. Excellent for adults at beginning stages of reading development to teach them to read the newspaper and maintain their interest in reading about current events.

Concluding Statement

A quotation from an earlier publication serves as an appropriate conclusion to the remarks on reading instruction presented in this paper.

> ...teaching reading cannot be disputed as being the central purpose of adult basic literacy projects. However, achieving the goal of improved reading in functionally illiterate American adults is fraught with problems different from those involved in teaching reading to six-year-old first graders or teaching the alphabet to native tribesmen along the Amazon. Neither zeal nor heavy expenditures of federal funds will compensate for the lack of realistic planning and carefully prepared teachers.[9]

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Dr. Winkley is Assistant Professor of Education in the Reading Clinic at Northern Illinois University. She earned the B.S. degree at Northern Illinois University, the M. Ed. degree in elementary education at the University of Colorado, and the PhD. degree in reading at the University of Chicago. She has taught at the elementary school level for 17 1/2 years and has served as reading consultant in the Aurora Public Schools (West Side) for 8 1/2 years.

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[9] Burnett, op. cit., p. 246.

A SELECTED ANNOTATED BIBLIOGRAPHY RELATED TO BASIC READING INSTRUCTION FOR THE ADULT LEARNER

1. Betts, Emmett A. Foundations of Reading Instruction. New York: American Book Co., 1957. 757 pp.

   An encyclopedic type of book written by a leader in the reading field. The book deals with ways of identifying the individual needs of children and how to provide for them in a classroom situation. Parts of this book might prove helpful to the teacher of adults who wishes to learn more about the basic concepts of reading instruction.

2. Gray, William S. On Their Own in Reading. Chicago: Scott, Foresman & Co., 1960. 248 pp.

   An excellent source of information concerning all aspects of word perception. It includes detailed and practical suggestions for teaching students to recognize unknown words in using the skills of phonic and structural analysis. The last chapter analyzes the skills essential for effective use of the dictionary in word perception and provides concrete and specific examples for the teacher to use in helping students to acquire the various dictionary skills.

3. Gray, William S. The Teaching of Reading and Writing. Switzerland: UNESCO, 1956. 281 pp.

   A most interesting account of a study, conducted for UNESCO over a four-year period, investigating the problem of illiteracy in under-developed areas of the world. A survey was made of the various methods used in teaching children and adults to read and write; the effectiveness of these methods was analyzed; and implications for improving the teaching of reading and writing, particularly to adults, were discussed. One chapter presents specific suggestions for organizing and conducting programs to teach adults to read.

4. Kottmeyer, William. Teacher's Guide for Remedial Reading. St. Louis: Webster Publishing Co., 1959.

   A practical source of information concerning the diagnosis and treatment of the reading problems of children. Selected parts of the book present suggestions equally worthwhile when applied to adults, but the reader must make this adaptation.

5. Lanning, Frank M. and Wesley A. Many. *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston: Houghton Mifflin Co., 1966. 411 pp.

A collection of readings chosen to represent the five areas of major concern related to basic education for adults: (1) the extent and nature of the problem; (2) social and psychological implications of illiteracy; (3) basic reading programs and instruction; (4) suitable evaluation, materials, and techniques; and (5) a review of programs providing basic education for adults.

6. Sleisenger, Lenore. *Guidebook for the Volunteer Reading Teacher.* New York: Teacher's College Press, 1965. 51 pp.

A small booklet designed to help the non-professional person cope with the reading problems of children. Since an untrained person is just as likely to be called upon to help in adult reading programs, the suggestions presented in this little paperback book for lay people may prove helpful in teaching adults, also.

7. Smith, Edwin H. and Marie P. *Teaching Reading to Adults.* Washington, D.C.: National Association of Public School Adult Educators, 1962. 71 pp.

A short and valuable book presenting a sound philosophy for teaching adults to read accompanied by specific suggestions for appropriate materials and methods to be used at each of four stages of reading development.

8. Smith, Edwin H., et. al. *Adult Education, Specific Techniques for Teaching Reading.* (Bulletin 71 H-3) Tallahassee, Florida: State Department of Education, 1965. 31 pp.

A manual containing a variety of excellent concrete suggestions for the teacher of adults to use in teaching the various skills related to word recognition, vocabulary, and comprehension. Suggestions are also presented for developing study skill techniques. Anyone involved in teaching adults to read would find this book to be a valuable source of ideas for learning activities to use with adults.

9. Smith, Edwin H., et. al. *Adult Education, Teaching Reading in Adult Basic Education.* (Bulletin 71 H-4) Tallahassee, Florida: State Department of Education, 1965. 59 pp.

Another excellent manual presenting basic concepts related to teaching reading to adults who are at one of four stages of literacy development. Suggestions for methods of teaching, suitable activities, and appropriate materials will be found useful in adult reading programs.

10. Staff of Mott Adult Reading Center. *Teaching Adults to Read.* Flint, Michigan: Flint Marc, 1964. 115 pp.

A manual intended for use by persons involved in teaching adults to read. Although the work is somewhat general in nature and lacks organization, the teacher of adults will find some helpful information in this source, such as a list of "One Thousand Most-Used Words," a bibliography of books of possible interest to adults, and an Informal Analysis of Basic Reading Skills.

11. Strang, Ruth and Dorothy K. Bracken. *Making Better Readers.* Boston: D.C. Heath & Co., 1957.

A textbook on reading instruction at the junior and senior high school levels, designed to help teachers understand reading development and ways of furthering it. Because this book provides concrete, practical suggestions for procedures to use in modified form with high school students having difficulty with reading, it might prove of some value in teaching adults.

12. Wallace, Mary C. *Literacy Instructor's Handbook.* Chicago: Follett Publishing Co., 1965. 114 pp.

The author, connected with the LARK Foundation (Literacy and Related Knowledge) on the West Coast, began her teaching of illiterates among the migrant workers in the fruit orchards. She describes, in somewhat general terms, the problems of illiterates as one of cultural disability as well as one of reading and writing disability. Part II of the book is devoted to teaching the basic skills of reading, spelling, handwriting, English, arithmetic and citizenship.

APPENDIX

LEGISLATION AS IT AFFECTS THE ADULT EDUCATION TEACHER

By

Alexander Kruzel

Financing is a central problem in adult education. This is characteristic of all forms of adult education regardless of the setting. This includes the public schools, universities, community agencies, and industry. Other forms of education, such as elementary, secondary and college, are supported by taxes for the public sector of education and by endowments for the private sector.

Adult education has a marginality of support. In many respects this may not be entirely detrimental. When a program depends upon financial support from its students, then it has a great deal more flexibility and is generally more comprehensive.

Whenever funds are available in the form of taxes, the limitations are set by law as to type of program, clientele to be served, and time limitations.

One illustration of this problem can be found in England, where solid financing is provided for workers' education. In the past decade it has been observed that this program has become stagnant and is ready to be dissolved. The primary reason for this development, according to many adult educators, has been the lack of program initiative because of financing restrictions.

In the field of adult education there is always some one individual or institution looking and seeking for bright ideas and programs to finance. Money can be found and is readily available to the innovator.

Generally, adult education is financed by one or all of the following sources:

1. Taxation--local, state and federal.
2. Fees--tuition.
3. Gifts--from individuals and organizations.
4. Foundation grants.
5. Contributed services--volunteers.

The big task for the adult education leader is to lead. The money will follow.

* * * * *

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Adult Education (H. B. 2027 - 74th General Assembly). Springfield, Illinois, undated.

Digest: Illinois State Plan for Adult Basic Education. Springfield, Illinois, undated.

Instruction, Interpretation and Administration of Section 10-22.20 of the Illinois School Code Adult Education Classes, Springfield, Illinois, undated.

Mann, Thomas W. Director of Adult Education. Instructions for Completing Forms AE 1, AE 2, AE 3, AE 4, AE 5, AE 6, and AE 7. Springfield, Illinois, undated.

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